UNIVERSIDAD TÉCNICA DEL NORTE
(UTN)

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
(FECYT)

CARRERA: PEDAGOGÍA DE LOS IDIOMAS   NACIONALES Y EXTRANJEROS

INFORME FINAL DEL TRABAJO DE TITULACIÓN, EN LA MODALIDAD PRESENCIAL

TEMA:

USING PICTURE CUED STORY TELLING TECHNIQUE TO IMPROVE PRONUNCIATION IN SECOND LEVEL STUDENTS AT INSTITUTO SUPERIOR TECNOLÓGICO 17 DE JULIO.

Trabajo de titulación previo a la obtención del título de Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros, Especialización Inglés.

Línea de investigación: Gestión, Calidad de la educación, procesos pedagógicos e idiomas.

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Ibarra, 2022

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TÍTULO:	Using Picture Cued Story Telling Technique to improve pronunciation in second level students at Instituto Superior Tecnológico 17 de Julio
AUTOR (ES):	Tequis Ibujés Paola Guadalupe
FECHA: AAAAMMDD	2022 – 11- 30
SOLO PARA TRABAJOS DE GRADO	
PROGRAMA:	▣ **PREGRADO** ☐ **POSGRADO**
TÍTULO POR EL QUE OPTA:	Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros, Especialización Inglés
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DEDICATION

      I dedicate this degree work to my two dear children. My daughter and son have been my engine and motive, the impulse to continue my studies and reach the culmination of my university career. To them, who have patiently seen my desire to grow personally and professionally, to them, who have seen day by day in me, an example of overcoming.

<div align="right">Paola Tequis</div>

ACKNOWLEDGMENT

My sincere thanks to Universidad Técnica del Norte, the institution that I consciously chose from the beginning as the ideal entity for my professional preparation and where I have acquired high knowledge within its classrooms. In the same way, I thank my dear teachers of English Major, who have shared their wisdom with me.

A special thanks to Secretaria de Educación Superior, Ciencia, Tecnología e Innovación (SENESCYT), the entity that seeks to strengthen human talent through the granting of scholarships and financial aid, this institution financed my third-level studies and made possible my dream of having a professional degree.

I would also like to thank Almighty God for allowing me to reach this meaningful event in my life and giving me the necessary wisdom to write my thesis.

I am immensely grateful to my thesis advisor, who has guided me with his knowledge and patience from the beginning of this research project to the end.

ABSTRACT

Pronunciation has been considered a sub-skill that is generally difficult for students to learn. Nevertheless, teachers ask students to describe pictures to practice or evaluate and assess speech without considering that many have trouble pronouncing the words correctly. The research project aims to analyze the use of Picture Cued Story Telling Technique to improve pronunciation. This study was carried out at Instituto Superior Tecnológico 17 de Julio, Ibarra City, academic period May - October 2022. The researcher used quantitative and qualitative research to collect, analyze, and understand the data. Three models—descriptive, quasi-experimental, and exploratory—are the foundation of the study design. Due to the research design being quasi-experimental, it uses two groups, Class 2E of Higher Technology in Electricity Major as the experimental group and Class 2F of Automotive Mechanics Major as the control group. The sample number of this research was fifteen students from the experimental group and thirty-five from the control group. The researcher applied different techniques to gather the information as a survey, interview, observation sheets, a pre-test, and a post-test. The study results showed that the utilization of sequential images encouraged skill of students not only to pronounce English well but also to use their imagination to come up with appealing stories. Hence, the main objective of the proposal is to reinforce pronunciation through repetition using picture-cued templates and easy vocabulary, consequently allowing students to link images, facts, and ideas for improving the various segmental and suprasegmental components of pronunciation.

Keywords: Picture cued storytelling, technique, pronunciation, improve, assessment.

RESUMEN

La pronunciación ha sido considerada una sub habilidad que generalmente es difícil de aprender por parte de los estudiantes. Sin embargo, los maestros piden a los alumnos que describan imágenes para practicar o evaluar el habla sin tener en cuenta que muchos de ellos tienen problemas para pronunciar las palabras correctamente. El proyecto de investigación tiene como objetivo analizar el uso de la técnica de narración de historias con imágenes para mejorar la pronunciación. Este estudio se realizó en el Instituto Superior Tecnológico 17 de Julio de la ciudad de Ibarra en el período académico Mayo – Octubre de 2022. El investigador utilizó la investigación cuantitativa y cualitativa para recolectar, analizar y comprender los datos. Tres modelos - descriptivo, cuasiexperimental y exploratorio- son la base del diseño del estudio. Debido a que el diseño de la investigación es cuasiexperimental, utilizó dos grupos, la clase 2E de la carrera de Tecnología Superior en Electricidad como grupo experimental y la clase 2F de la carrera de Mecánica Automotriz como grupo de control. El número de la muestra de esta investigación fue de quince estudiantes del grupo experimental y treinta y cinco del grupo de control. El investigador aplicó diferentes técnicas para recoger la información, como la encuesta, la entrevista, hojas de observación, una prueba previa y una prueba posterior. Los resultados del estudio mostraron que el uso de imágenes secuenciales fomentaba la habilidad de los alumnos no sólo para pronunciar bien el inglés, sino también para utilizar su imaginación y elaborar historias atractivas. Por lo tanto, el objetivo principal de la propuesta es reforzar la pronunciación a través de la práctica mediante plantillas con imágenes y vocabulario fácil y, en consecuencia, permitir a los alumnos relacionar imágenes, hechos e ideas para mejorar los distintos componentes segmentales y suprasegmentales de la pronunciación.

Palabras clave: Narración con imágenes, técnica, pronunciación, mejora, evaluación.

TABLE OF CONTENTS

TABLE INDEX

FIGURE INDEX

INTRODUCTION

Motivation for the study

English is the most spoken language all over the world, an essential means of communication that allows access to a wide track of opportunities in different fields like science, computers, diplomacy, tourism, education, and others. English is a useful language for studying any subject and even more, in formal education. Because of this viewpoint on how convenient learning this language can be, it is also important to consider the challenging aspects that may emerge during the learning process.

Within the educational field, this research finds an attractive issue that commonly blocks in a certain way the teaching and learning process of this language. However, it encourages the development of this investigation focused on trying to analyze a group of procedures included in an innovative technique that can give a solution to the found problem. At the same time, it could be an alternative material for looking up, especially for tertiary English teachers. English learners are a precise reason to develop this research as a resource to improve certain skills that interfere with their process of learning a language.

Problem description

A significant portion of the curricula at schools, colleges, and universities include English since it is extensively used as a medium that offers opportunities for self, academic, and professional development. Teaching English is mandatory at the different levels of the Educational System in Ecuador and has become a subject that students must pass. In the learning of English as a second language, there are external and internal elements that affect learners, having an impact on how well students pronounce words.

Frequently, a student finds some difficulties to use English and much more to produce a speech. Today, this subject has become a language, not only necessary but mandatory to learn at all levels of regular education at all levels, from school and high school (Ministerio de Educación, 2022) to higher education (Consejo de Educación Superior, 2019). Therefore, one of the most difficult skills to develop is speaking skill and consequently pronunciation. Thus, poor

pronunciation in speaking is a problem that has become widespread at all levels of the formal education system.

Often, poor or bad pronunciation of English in learners is closely related to some inside and outside factors. The internal component focuses on the individual second language learner and includes biological elements (such as age, ear perception, and ability) as well as individual variances (i.e., personality, attitude, motivation, identity, individual efforts, and goal setting). The learning environment in which second language learners are immersed, as well as the learners' exposure to and educational background, are external influences (Qian, 2009). Those aspects cause important consequences in pronunciation, especially in English language learning as a second language.

Pronunciation is one relevant sub-skill in the production of speaking skills to be considered. Speaking a second language is a challenging chore for most students, this complication was recognized with the application of instruments like surveys and interviews where the major problem has been the students' poor pronunciation. Therefore, bad pronunciation has been identified as an important problem in the speaking skill of the second-level students at Instituto Superior Tecnológico "17 de Julio" of the academic period May - October 2022. This is a public institution that has its main campus located in Urcuquí, a countryside belonging to Urcuquí Canton, and its headquarters in Ibarra Canton, two cantons that belong to Imbabura Province. At this level, the students need to demonstrate communicative competence in speaking skill according to the A2 Level of Common Framework European Reference.

Because of the problem identified in the students of this institution, it is necessary to look for appropriate methods, strategies, or techniques more in line with the problem that arises in English pronunciation. For this reason, there are a series of techniques aimed at solving the problem found and the pictured cued storytelling technique could be one of the techniques to solve the problem found. It is also essential to provide a resource for practicing pronunciation that is appealing to students and that, in turn, assist students to break up the routine since it is crucial to improve English pronunciation. Concerning what has been described, the innovative proposal is providing content with templates employing the pictured cued storytelling to practice this language.

Therefore, the questions arise: Can the Picture Cued Story Telling Technique be a means to assess the pronunciation of second-level students at Instituto Superior Tecnológico "17 de Julio"? What are the advantages of applying the Picture Cued Story Telling Technique aimed at improving pronunciation? Can the proposed material to teachers facilitate the activities in the teaching process?

Justification

In a globalized society where mastering one, two, or more languages can rank among the most in-demand skills on the job market, it can be challenging to overlook the dominance of a particular language. Countries all around the world must make sure that their citizens receive a quality education in today's extremely competitive culture. A national language strategy is therefore frequently regarded as essential to ensuring that inhabitants of a given country have the skills to become competent professionals who can communicate in various professions (Lavalle & Briesmaster, 2017).

In the case of Ecuador, learning English as a second language is considered a major requirement, taking into account the professional profile of a student of tertiary education. All institutions of higher education, public and private, including universities, polytechnics, institutes, and conservatories, are regulated by the Council of Higher Education. Therefore, a second language will be required for graduation in third-level courses, according to the levels of proficiency, based on the CEFR, the Common European Framework for Languages, as a reference. Besides, the third level requires at least Level B1 (Consejo de Educación Superior, 2019). Consequently, these establishments, especially those from Imbabura Province, are all pursuing the same goal concerning the professional profile to which they wish to contribute. Because of that, Instituto Superior Tecnológico "17 de Julio" is part of this research project and has to abide by the regulations of "Reglamento de Régimen Académicos (RRA)."

This institution of higher education pursues through its language center facilitate English learning. The teacher and coordinator, Paola Cabrera affirms that the IST 17 de Julio Language Center promotes the teaching and learning of the English language by providing high-quality

programs and courses that are delivered in a variety of settings (classroom, virtual, hybrid) and a different schedule (morning and afternoon); these are directed at students of the institution so as to provide a tool for personal and professional communication through the active application of the four skills: reading, writing, listening and speaking, in the development of language abilities of the language (Instituto Superior Tecnológico "17 de Julio", 2022).

It is considered that a student is "a prodigal of the teacher's discourse through repetition and memorization strategies in speaking with no reflection, which makes students unable to structure a comprehensible discourse" (Niño, 2018). Nonetheless, the role of the teacher must go beyond traditional methodology and include priority sub-skills in speaking skill, such as pronunciation. As a result, teachers must look for techniques to provide a solution to this type of problem in language learning pronunciation. Those techniques could allow students to interact and enhance their speaking skills, particularly their pronunciation as a fundamental subskill in the English language. In the same way, more current techniques can be a support for teachers as well.

Picture Cued storytelling is a technique that helps to stimulate students to speak English actively; associated with the basic vocabulary according to their English level by regular practice to enhance pronunciation. The desire to propose a booklet was born to favor the pronunciation practice and assessment of students, and thereby, the creativity and learning of all students in a changing and interactive social context. The material included can help students to increase their lexicon, improve their attention, listening, and speaking skills in an active way, and especially focus on pronunciation. Cele-Murcia, Brinton, & Goodwin affirm that "controlled and guided practice precedes the stage of communication practice, which allows newly acquired pronunciation skills to be practiced in a more genuinely communicative context" (1996, p. 124).

This research is important for the Instituto Superior Tecnológico "17 de Julio", where the direct beneficiaries will be the students of the second level and teachers, and the indirect beneficiaries will be the authorities, all members of the educational community, English teachers that have access to it, and all people who are interested in this study related to English pronunciation.

Second-level students in the IST "17 de Julio" typically work with pronunciation audios from their English books. These audios have a pictorial relationship to regular pronunciation practices from other countries that are part of popular international culture. Such material may be boring or even repetitious for the learners. Meanwhile, if the students have access to materials with attractive images that are relevant to their age and context, they can identify with them. Besides, the subject matter used might serve as a motivation for them to learn English and develop the desire to do so.

Objectives

- **General Objective**

Analyze the use of Picture Cued Story Telling Technique to improve pronunciation in second level students at Instituto Superior Tecnológico 17 de Julio, Ibarra City, Academic Period May - October 2022.

- **Specific Objectives**

- Describe the Picture Cued Story Telling Technique as a mean to assess the pronunciation on students.
- Explain the advantages of applying Picture Cued Story Telling Technique aimed improving pronunciation.
- Propose material to teachers in order to facilitate the activities in the teaching process.

The research work is structured into three chapters. Chapter I includes some different theories, teaching methods, and approaches focused on providing this research work and giving it more reliability. Chapter II presents the kind of research, methods employed to collect all the useful information, and instruments for the investigation, identifying the problem. Chapter III contains the analysis and interpretation of the results obtained by the application of the survey and interviews through statistical graphs; the analysis of the independent variable with the application of pre-test and post-test and the observation sheet. The relevant outcomes were discussed concerning the instruments applied and the concepts in the theoretical framework to determine the research results. And in Chapter IV, the proposal for a booklet of templates to improve pronunciation was designed; the theoretical foundation, justification, objectives, beneficiaries, and development of the booklet were established.

CHAPTER I

THEORETICAL FRAMEWORK

This chapter presents the bibliographic, and reference resources applicable which serve as the theoretical basis for the development of this research.

1.1. Learning Theories

Sometimes, the problems that arise in the second language learning process are related precisely to the impossibility that some professionals face in successfully putting theoretical statements into practice in a successful way. From notable assertion surges the importance of applying the principles from existing language theories where the strategies and techniques concern facilitating the teaching-learning process.

1.1.1. Constructivist Learning Theory

In the teaching of a non-native language arise the urgent need to comprehend and interpret how the knowledge in the educational context interferes with a language learning process of an individual so that some ideas central emerge to constructivism and they become principles commonly recognized by academics nowadays. Constructivist learning supports the explications of equally in what way the knowledge is carried out and in what manner students can pick up it focused on building their knowledge. The Constructivism theory bases its explanations on connections constructed with both own lived events and new events that show changes focused on turning into to be as fresh learnings. (Al-Jarrah, Mansor, Talafhah, & Al-Jarrah, 2019) Subsequently, teachers should facilitate more learning experiences to cover the students' needs and make them part of an active learning context, a space to get many meaningful experiences.

1.1.2. Cognitivist Learning Theory

Kevin (2018) states that 'the theory of cognitivism emphasizes the role of mental activities in the learning process and includes actions such as: thinking, remembering, perceiving, interpreting, reasoning and problem-solving. Thus, the study of cognitivist theory aims to understand how the cognitive system works to promote better learning by the student as a whole: attention, memory, perception, comprehension, motor skills, etc. The individuals' mental

structures let them acquire the learning of new knowledge following a set of stages that occurs in the learners' minds. This learning process is due to the relation found between active participation through interaction with the environment as its elements and the internal processes to make learners able to think and obtain knowledge rationally.

1.1.3. *Connectivism Learning Theory*

Connectivism is considered a new learning theory for the digital age which was initially proposed by two theorists, George Siemens and Stephen Downes, in 2005. This theory refers to that information is spread out over a network of connections and that learning is the process of building and navigating those networks. In addition, technology plays a significant element in this theory since it influences the teaching and learning process. According to connectivism theory, learners acquire knowledge as they create links or connections between informational nodes. Given these points, the network that is formed between the nodes can be any object that is linked to another like a web page, computer, another person, or a book, and so on, implies sharing information that is converted and comprehended as factual knowledge. In that way, as demonstrated by Siemens and Downes, connectivism entails knowledge exchange between nodes of knowledge, which are people or organizations with some level of skill in a particular topic (Herlo, 2017).

1.2. Methods and Approaches

1.2.1. *Methods and approaches in pronunciation*

The importance of language learners learning new languages quickly and efficiently has increased due to the development of specific approaches and strategies. Additionally, those strategies encourage the use of ideas, methods, and resources to foster classroom environments where new knowledge is accepted and put into practice, preventing mistakes like translating before thinking and speaking in the target language. After referencing those considerations, Table 1 summarizes the most important characteristics of the methods and approaches involved in pronunciation:

Table 1

Methods and approaches to teaching pronunciation

Approach	Definition
Direct method	Teachers provided students with a model for native-like speech. By listening and then imitating the modeler, students improved their pronunciation.
Audio lingual method	Pronunciation was taught explicitly from the start when learners imitated or repeated after their teacher or a recording model. Teachers used a visual transcription system or articulation chart. **Technique:** minimal pair drill.
Cognitive approach	This de-emphasized pronunciation in favor of grammar and vocabulary because of: (a) it was assumed that native-like pronunciation was an unrealistic objective and without to be carried out; and (b) time would be better spent on teaching more learnable items, such as grammatical structures and words.
Silent way	The learners focused on the sound system without having to learn a phonetic alphabet or explicit linguistic information. Attention was on the accuracy of sounds and structure of the target language from the very beginning. **Tools**: sound-color chart, the Fidel charts, word charts, and color rods.
Community language learning	The pronunciation syllabus was primarily student - initiated and designed. Students decided what they wanted to practice and used the teacher as a resource. The approach was intuitive and imitative.

Communicative approach	The ultimate goal was communication. Teaching pronunciation was seen as necessary in oral communication and was the urgent and intelligible manner of speaking. **Techniques:** listening and imitating, phonetic training, minimal pair drills, contextualized minimal pairs, visual aids, tongue twisters, developmental approximation drills, the practice of vowel shifts and stress shifts related on affixation, reading aloud/recitation, recordings of learners 'production.
Grammar translation and reading-based approaches	Oral communication was not the primary goal of language instruction. Speaking received virtually little consideration as a result and almost none for pronunciation.
Total physical response	Students would begin to speak when they were ready. At first, making mistakes was expected, and teachers were understanding.
Natural Approach	The initial focus on listening without pressure to speak allowed the learners the opportunity to internalize the target sound system.
New Directions	New thoughts from other fields, such as drama, psychology, and speech pathology. Techniques: by fluency-building activities, accuracy-oriented exercises, appeals to multisensory modes of learning, the adaptation of authentic materials, and the use of instructional technology in the teaching of pronunciation.

Note. (Shabani & Ghasemian, Teacher's personality type and techniques of teaching pronunciation, 2017)

1.2.1.1. Communicative Approach. The communicative approach is known as Communicative Language Teaching (CLT). This approach intends to enable the learner to

communicate orally, likewise in writing to other speakers of the target language; to this end, texts, recordings, and authentic materials in the instructional process and activities are carried out; in an attempt to loyally imitated the reality outside the classroom. The communicative approach promotes the language-based realia as right-from-life resources to enhance interactive practices, such as visual cues or pictures. "Communicative Approach is an approach to learn the second language or second language in language learning. This approach emphasizes the improvement of communicative ability, the ability to apply the language principle to produce grammatical sentences and understand 'when, where, and to whom the sentences used" (Richard, 1997, as cited in Irmawati, 2012).

1.2.1.2. Direct Method. It is a natural method because the form and meaning of a language are taught directly in the target language. Through the appliance of this method in the classroom, the teacher can emphasize learners' oral communication skills and pronunciation using concrete vocabulary and visual aids and teaching grammar inductively. The direct approach refers to guidelines and processes that relate to teachers, students, and resources. The use of visual aids inside the strategy aims to provide output in the target language for systematic pronunciation. The teacher oversees activities and participants in the target language. Students use vocabulary that the teacher guides with the corrective process. The teaching of new vocabulary can be aided through mime, examples, and visuals employing terms that are already well-known. Therefore, pronunciation is the deliberate starting point of speaking. Franke (1884, as cited in Richards & Rodgers, 2001) affirms that the direct method is the best way to teach a language in a classroom dynamically. Teachers should encourage directly and spontaneously language usage rather than analytically strategies that focus on elaborating on grammatical rules.

1.2.1.3. Total Physical Response. It is a method for teaching languages or vocabulary that involves using physical motion to respond to spoken instruction. TPR rises as a way to teach learners a second language. Likewise, they learn their first language but connect speech with actions. The TPR teaching approach emphasizes the learner's part in language learning. TPR states that before the learner speaks is trained, and his comprehension abilities must first improve. As a result, before performing, it is a listener. James Asher, a psychology professor and the creator of TPR, noticed that infants physically responded to spoken commands after verbally responding to them. According to Asher, through the skillful use of the imperative much of the target language's grammatical structure and hundreds of vocabularies may be taught. The verb is the primary

linguistic pattern around which language use and learning is structured, especially the verb in the imperative (Richard & Rodgers, 1986).

1.3. Language Assessment

Assessment is a term used to describe the process of evaluating the content learned over a set time. When it comes to language assessment, the evaluation assesses a learner's knowledge of a specific language, determining the language skills, goals, and objectives that an individual must develop at the end of a course. Furthermore, language teachers use tests to assess, identify, and diagnose students' strengths and weaknesses and gather valuable information about students' accomplishments (Aucapiña, 2021).

1.3.1. Assessing Speaking

Speaking can be considered an arduous skill to assess in language teaching. According to Fulcher, speaking ability assessment is a difficult task; because oral production is creative production. Then, speaking assessment criteria should focus on specific aspects. (Fulcher, 2003, as cited in Bakhtiyorjon, 2021, p.46). Even so, teachers have the option to adapt the content to be assessed by looking for proper mechanisms or procedures to evaluate the progress in language learning. Therefore, there are five essential criteria for speaking: intensive, extensive, interactive, and imitative.

1.3.1.1. Extensive Speaking. The classroom environment should be a context where students have real-life communication under the guidance of English teachers with authentic activities and meaningful tasks that advocate oral language. According to Brown, "extensive speaking tasks involve complex, relatively lengthy stretches of discourse" (2004). Students can perform extensive speaking tasks when teachers provide dynamic and attractive sources. Thus, learners can trust to focus on making better performance with the language use. A learner can evidence that it is making a noticeable advance in speaking skills because there is evidence of managing large vocabulary and progress in fluency as pronunciation too. There are many activities or tasks that can help individuals to produce it to make advance in this skill, like discussion, role play, simulation, information gap, brainstorming, storytelling, interviews, story completion, reporting, playing cards, picture narrating, picture describing, or finding differences.

1.4. Pronunciation Assessment

Effective communication depends on clear pronunciation since mispronounced words usually lead the receiver to misinterpret what is said. It entails paying attention to distinctive sounds of a language and numerous speech features. "The use of the term pronunciation is inconsistent across scales for speaking assessment because it may simply refer to segmental features (i.e., errors that involve individual sounds) or include suprasegmental features (e.g., word stress, rhythm, intonation)" (Isaacs and Trofimovich, 2011, as cited in Kang and Ginther 2018). However, the authors consider pronunciation is the first noticeable feature of students' speech. Then, learners can better identify the sounds and stress patterns they need to work on through a pronunciation assessment. In this way, any teacher may find it hard to teach pronunciation, and assessing.

1.4.1. Pronunciation Techniques

When teachers assess pronunciation subskill, correctness and fluency should be two essential factors to pay attention to in speaking performance. Teaching language must place a strong emphasis on language pronunciation learning and especially on students' correctness and fluency as a practice should extend beyond isolated words to conversation level. According to Shabani and Ghasemian, the pronunciation techniques used for extroverted and introverted teachers are: listen and imitate, phonetic training, minimal pair drills, contextualized minimal pairs, visual aids, tongue twisters, vowel shift and stress shift related by affixation, reading aloud, recitation, recording the students' production, game, song, poem, adaptation of authentic materials, dictionaries, transcription, kinesthetic, instructional technology, fluency building activity, and accuracy – oriented exercise (2017, pp. 8 -10).

1.4.1.1. Visual Aids. The visual aids implemented in the classroom as pictures, photos, posters, postcards, word calendars, charts, graphic organizers, and so on, can be essential tools for auxiliary both teachers and students in the language teaching and learning process. Visual aids can be efficient sources in the classroom for people with weak language skills and can increase the accuracy of understanding.

1.4.1.1.a Pictures. Using pictures in the classroom can support teachers and enhance students' language skills playing a significant role in their improvement. Wright (1989) states that

since ancient times, images have aided learners in understanding many different elements of different languages. The pictures have inspired the students, clarified the topics they are studying, and emphasized the fundamental concepts and shapes of an item or activity that are unique to a culture.

1.4.2. *Picture cued tasks*

Evaluating a person's capacity to generate skills task types can be used. The development of tasks based on the use of pictures can be advantageous when students need more practice in speaking. Brown (2004) highlights that sometimes effective rubrics for evaluating certain selected information are simple picture-cued items at the lowest end of the language complexity spectrum. A picture-cued stimulus that demands a description is one of the more common strategies to elicit oral language performance at both intensive and extended levels. Pictures might be very straightforward and intended to evoke a word or phrase, a little more ornate and "busy," to tell a story or depict an action. Brown points out some examples of picture-cued elicitation. Those examples for instance: the production of a simple minimal pair, pictures-cued elicitation of comparatives for grammatical categories, picture-cued elicitation of future tense, picture-cued elicitation of nouns, negative responses, numbers, and location; picture-cued elicitation of answers and descriptions, map-cued elicitation of giving directions, and picture- cued storytelling.

Connecting pictures to performance speaking is needed to integrate the process of information transfer. Students are requested to convert spoken or written materials into another form, such as a chart, grid, image, table, diagram, or vice versa, as part of an information transfer task (TKT Te Ke Te Ipurangui, 2018).

1.4.2.1. Pictured Cued Story Telling Technique. Using pictures in language teaching is attractive means to provide some stimulus focusing on students' attention. One technique for teaching students speaking is named "picture-cued storytelling," it is based on a sequence of pictures on cue cards that the students had previously seen and then described. The Pictured-Cued Storytelling approach implies that students receive a series of images to view before narrating a tale based on the pictures, as is shown in Figure 1. The cue cards' pictures and colors combination make them simple for pupils to understand, which helps increase their drive to speak English more actively. (Brown, 2004, as cited in Andhini, Dahnilsyah, & Marzuki , 2019)

Figure 1

Six picture sequence.
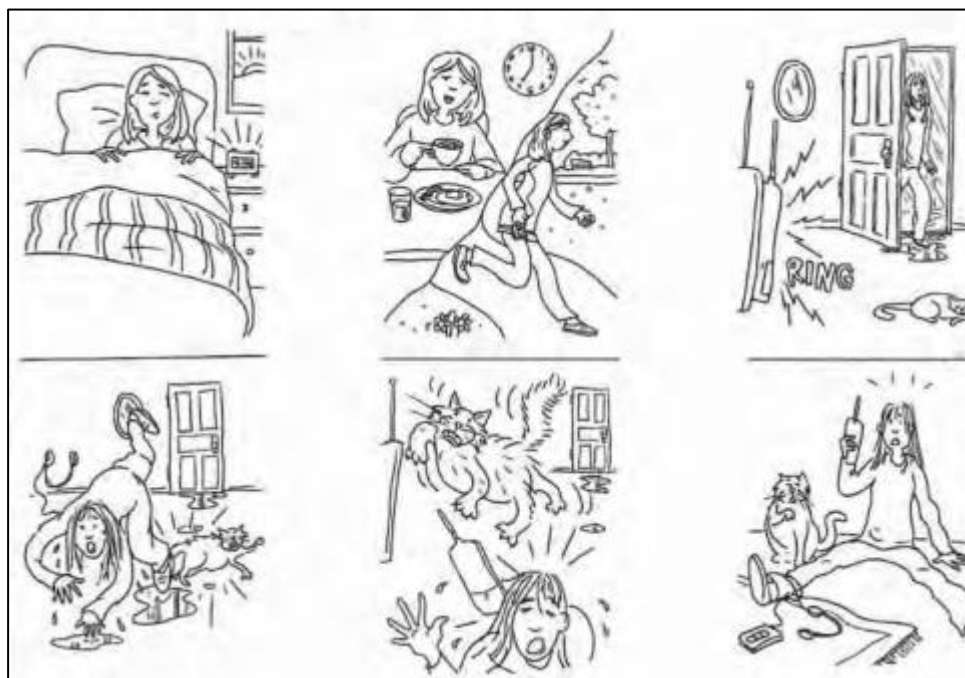
Note. Picture-Cued Story-Telling (Brown, 2004, p. 181).

1.4.2.1.b Advantages of Picture Cued Story Telling Technique on pronunciation. Using images is a simple activity to narrate the shortest story that students in the A2 level of proficiency can perform. Traditionally, pictures are considered auxiliaries in the classroom to describe actions, focus on developing skills, and offer clear benefits. Indeed, pictures can be means to create attractive and lively learning processes and experiences, promote interaction, avoid hesitations, interest students' attention, motivate in the teaching-learning process, and so on. Among the benefits of using stories to create tales can assist students in learning about their cultural roots. How strangers feel, how different traditions and values work, how wisdom is universal, how universal life experiences work, how thinking about novel ideas, and how different cultures differ; and coincide (British Council, n.d.).

Consequently, with that great range of benefits, both components of the technique, pictures, and storytelling, make this technique an attractive resource focused on speaking, especially pronunciation. This technique lets learners connect images, experiences, new ideas, interactions, and others by continuous repetition and offers opportunities to improve the different

segmental aspects of pronunciation (vowels, consonants) and main suprasegmental features (rhythm, intonation, and stress). Furthermore, the technique enables teachers to explain the basic principles of stress patterns to facilitate the knowledge of most words in English. Students can accomplish adequate intonation and rhythm according to their English level. Repetitive practice of words with correct pronunciation also lets students increase their vocabulary. Telling a short story lets students lexis practice with adequate feedback. Students cannot only learn new words but can also reflect on the different grammatical structures.

1.5. Teaching and learning process

In the teaching and learning process, teachers play a decisive role by introducing adequate methods, strategies, and techniques. The teaching and learning mechanisms are crucial because they help people acquire information, traditions, beliefs, abilities, and other traits. The cognitive learning process has these two processes at two opposite ends. While learning is obtaining knowledge, teaching includes transmitting knowledge. The primary distinction between teaching and learning is this (Hasa, 2017). The teachers' role implies the act of changing this process according to learners' needs and not centering on themselves.

1.5.1. English Teaching

English is a language taught in formal education from kindergarten to university in Ecuador. English teaching is part of the core curriculum, and its study is mandatory. It is essential to recognize that some aspects involved getting an effective process in teaching a new language, the context, methodology, teacher proficiency, the proper use of the language, and so on. However, this process often presents common issues when it is not taught in the target language. The use of the spoken way is the main means to transmit learning, and that is the reason for the need for the target language in the teaching of a language and in the teaching-learning process. Richard & Rodgers (1986) affirm that "The target language is the language of the classroom". From those authors arises the assertation of the essential use of the language to be taught.

1.5.1.1. English Teaching as a Second Language. Teaching English as a second language frequently implicates being able to communicate the English language in both gripping and articulate ways. The relevance of teaching English takes place more and more as a subject in education where the learning English process generally comes up in the classroom with different

controlled activities carried out by teachers. Overall, it must be the environment where English use could carry out those actions and be the means for daily life. English teachers as educators should encourage students to improve their English skills like listening and speaking, reading, and writing. In English teaching, it is becoming easy to find diverse resources online to facilitate learning this second language as books or technology-based materials.

1.5.2. English Learning

Language learning is a dynamic process that usually initiates some months after birth and remains throughout an individual's life. This learning process achieves the language as people use it to communicate their ideas, beliefs, and understandings. Most individuals make a great effort to give sense and manage their communication through language among the groups they deal with. Language knowledge creates extraordinary experiences that contribute learn another language (Education Alberta, 2000). Learning a second language differently from the native one could be a complex process that involves several factors that can affect the accomplishment of effective learning as exposure, practice, context, age, motivation, and others. Nonetheless, English use as the target language could be a relevant aspect that would keep the closest link in language teaching on reaching meaningful learning of a language.

1.5.2.1. English Learning as a Second Language. English is the second language of choice for the majority of countries. Scientific articles are written in English since it is the language of the media industry. Learning English can offer different advantages to learners. They can access several other countries via the Internet, connect with people from around the world and expand employment opportunities and enable them to realize their full potential, being well-positioned to get into the top schools and universities. They can demonstrate their talents regardless of learning age as a second language can help maintain a healthy and active brain and other benefits.

English second language (ESL) learners move closer to using English as a language in a classroom by being taught in the target language using Common European Framework of Reference (CEFR) standards. This Framework offers a general basis focus on designing several instruments for language learners; it defines language levels of proficiency as a way to measure some aspects at each learning stage related to the use of a language through communication skills. "It is a tool for reflection for all professionals in the field of foreign and second languages to

promote quality, coherence, and transparency through a common meta-language and common scales of language proficiency" (Council of Europe, 2021).

"The CEFR organizes language proficiency in six levels, A1 to C2, being regrouped into three broad levels: Basic User, Independent User, and Proficient User, and can be far from subdivided according to the needs of the local context" (Council of Europe, 2021). These six reference levels describe language ability according to European standards to grade proficiency in any language. Table 2 summarizes the most orientation points in Common Reference Levels.

Table 2

Global Scale of the Common Reference Levels

PROFICIENT USER	2	Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
INDEPENDENT USER	2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is

BASIC USER		
		spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
	2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Note. (Council of Europe, 2021)

1.5.2. *English Language*

People learn English for some reasons. It is the means such as educational institutions like universities, secondary schools, private institutions that teach courses in English, conducting meetings in English at international businesses, and even tourists and travelers who use English as a common language. The English scope not only has reached some places; actually, it has crossed and opened up to the entire world from its origins. Crystal & Potter (2020) state that English is an Indo-European language in the West Germanic Language group, so modern English is widely considered a worldwide lingua franca. For that reason, it is the standard language in vast fields, including computer coding, international business, and education.

1.6. Language Skills

Reading, writing, listening, and speaking skills are essential when learning any language. Both reading and writing are skills to achieve effective written communication, whereas listening and speaking skills foster effective oral communication. Manaj (2015) notes, "the integration of listening and speaking with reading and writing will make learners good listeners, speakers, readers, and writers to be able to communicate efficiently" Language skills separate into receptive

and productive ones. Listening and reading are receptive ones, while rich abilities are speaking and writing. Language skills can also divide into aural and graphic ones. The aural skills deal with listening and speaking, while the graphic skills focus on reading and writing (Fadwa, 2010).

1.6.1. *Receptive Skills*

Listening and Reading are receptive skills through which a person can receive and understand language. The skills development can contribute to the individuals with several benefits like becoming active talkers or skillful writers. Both processes help to stimulate senses and mental processes like imagination, reaction, or interpretation of the obtained information from the surroundings. Fadwa notes that "receptive skills are how people extract meaning from the discourse they see or hear" (2010, pág. 3).

The ability that connects the capacity to read, comprehend, interpret and decode written language and texts; is reading. "Reading skills can be highly beneficial to assimilating and responding to written communications like emails, messages, letters, and other written messages" (IET, 2021). Similarly, listening skill is the ability to receive and interpret a message in the information process. According to Nordquist, it "is the active process of receiving and responding to spoken (and sometimes unspoken) messages. It is one of the subjects studied in the language field, arts and the discipline of conversation analysis" (2019).

1.6.2. *Productive Skills*

Both writing and speaking are productive skills used by a person to produce language.

Jaramillo & Medina (2011) defined both skills as "an important form of expression used to persuade or convince other people as well as to share ideas and feelings" (Jaramillo & Medina, 2011, as cited in Iqram, 2015, p. 8). Writing skill is the ability to relate thoughts and express ideas with written words. It is "the ability to write correctly and communicatively in a language, and be able to edit it… organizing ideas on a particular theme with grammar, punctuation, and writing rules" (IGI Global, n.d.).

1.6.2.1. Speaking. Lavalle & Briesmaster mention that speaking is "a productive skill, whose objective is to facilitate communication… the verbal use of the language to communicate

with others" (2017, p. 1). Speaking skill is the ability to communicate a message to others where several sub-skills go towards the principal goal of speaking in the domain of speaking. A person can hold a steady, understandable conversation with proficiency in speaking. Stoval (1998) admitted that language learners must understand that speaking requires knowledge. The three domains are mechanics, functions, social and cultural rules, and norms, (as cited in Malihah, 2010) as detailed in Table 3:

Table 3

Areas of knowledge involved in speaking

Areas	Definition
Mechanics	(Pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation.
Functions	(Transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).
Social and cultural rules and norms	(Turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

Note. (Malihah, 2010)

1.6.3. Pronunciation

The correct and evident use of the pronunciation subskill lets both listener and the speaker communicate appropriately. Its domain allows an adequate understanding during a speech, precision in opinions expression, and performance of the communicative role of the language. "Pronunciation refers to the ability to use the correct stress, rhythm, and intonation of a word in a spoken language" (Parshukova, n.d.). Indeed, teaching pronunciation emphasizes the segmental

and suprasegmental elements of English since pronunciation is a fundamental aspect of the language involved in speaking.

1.6.3.1. Segmental aspects of pronunciation. Consonant and vowel sound or phonemes are segmental properties. They refer to distinct elements and are distinguished visually or acoustically in a language's stream of speech. On the one hand, speech sounds are those produced using consonants and have some form of restriction in the vocal tract, whereas vowels are spoken sounds, generally generated through the vocal tract. (Sharma, 2021). Even if the segmental features of the language are a part of pronunciation, the primary focus of this research is on the development of suprasegmental traits.

1.6.3.2. Suprasegmental aspects of pronunciation. The term suprasegmental describes how speech sounds operate and influence at the word and speech level; that is, over many auditory segments that come together to form phrases, clauses, and sentences. Enhancements in suprasegmental features of English accent and pronunciation are crucial to accent reduction and overall speaking ability because they help produce understandable English speech patterns. Intonation, rhythm, stress, tone, linking and connecting, loudness, speed, deduction, assimilation, talking contractions, and regular contractions are suprasegmental features of accent, used in writing (Paredes, 2018).

This research focuses on the three main suprasegmental features of pronunciation described below:

- **Rhythm:** As part of pronunciation, rhythm is also best known as musicality in English and is an essential component of being understood in a spoken mode. Nordquist (2019) states that "in phonetics, rhythm is the sense of movement in speech, marked by the stress, timing, and quantity of syllables… Pitch, loudness, and tempo combine to make up an expression in the language of rhythm".

- **Intonation:** Speakers often communicate using expressions, a melodic pattern recognized in each utterance. Each utterance transmits different meanings as anger, pleasure, or amazement. The change in the pitch of the speech sounds produced by a person is named Intonation. This feature in the pronunciation of a language usually

comes along with stress and rhythm that generate meaning (Britannica, T. Editors of Encyclopedia, 2021).

- **Stress:** Speakers do not pronounce syllables with the same strength or force in English. Generally, there is only a stressed syllable in any word. One of the syllables in a word is articulated loudly among syllables, and the other syllables are quietly. Piankhova states that "stress is an extra force used when pronouncing a particular syllable or word" (2014).

1.6.3.3. Stress Levels. It can detect the different levels of stress in words of several syllables. In English, there are three fundamental types of stress. According to Celce-Murcia, Brinton, and Goodwin (1996), the three levels are given various names depending on the teachers' objectives. The stress levels can be determined using the word *celebration* as an example divided into syllables:

- English language-teaching texts:
    1. **Strong (primary)** → bra
    2. **Medial (secondary)** → cel - e
    3. **Weak (tertiary)** → tion
- For pedagogical purposes:
    1. **Strongly stressed** → bra
    2. **Lightly stressed** → cel – e
    3. **Unstresses syllables** → tion
- Normal orthography: CELEBRAtion
    1. **Capital letter** → CEL - E
    2. **Lower letters** → tion
    3. **Large capital letters** → BRA
- Phonetic transcription (before the syllable): / ˌsɛləˈbreɪʃən/
    1. **Superscript accent mark** (ˈ) → ˈbreɪ
    2. **Subscript accent** (ˌ) → ˌsɛlə
    3. **Not specially marked** → ʃən

1.6.3.4. Stress Placement and Patterns. In an expression, the stress is put and depends on a word's grammatical function, historical origin, and affixation (Cele-Murcia, Brinton, & Goodwin, 1996). In fact, concerning the stress placement in a word, every English word with more than one syllable has a stress pattern.

In Table 4, the different stress patterns can be shown following a general rule and depending on if words have a prefix or a suffix if they are nouns, compounds, numbers, reflexives, or phrasal verbs.

Table 4

Stress patterns

Origin	Prefixes	Patterns
Germanic origin	*a-, be-, for-, fore-, mis-, out-, over-, un-, under-, up-, with-* Exceptions*: fore-, out-, over-, under-, up-*	aWAKE, beLIEF, FOREarm, OUTlook
Latin origin	*a(d)-, com-, de-, dis-, ex, en-, in-, ob-, per-, pre-, pro-, re-, sub-, sur-* Allomorphic variants of *com-: co-, col-, con-, cor*; as *in: im-, il-, ir* Exceptions: *com-, dis-, pro-, ex.*	comPLAIN, disCHARGE, COMmand COMmit
Origin	**Suffixes**	**Patterns**
Neutral suffixes or the Germanic origin	*-en, -er, -ing, -ish, -ly, -hood, -less, -ship, -ful*	CHILDhood BROTHers
Not all of Germanic origin	*-able, -al, -dom, -ess, -ling, -ness, -some, -wise, -y*	ARRIVal KINGdom
Borrowing modern day French.	*-aire, -ee, eer, - ese, -esque, -ique, -eur/-euse, -oon, -ette, -et/-ey*	millioNAIRE refuGEE

Shift in the root word	*-eous, -graphy, - ial, -ian, -ic, -ical, -ious, -itu, -ion*	adVANtage (root word) ADVanTAgeous (with suffix)
Numbers		**Patterns**
Multiple of 10 (cardinal /ordinal numbers)	*-teen, -ty, -tieth*	THIRTEEN / THIRTEEN(TH) TWENty THIRtieth
Compounds		**Patterns**
Compound Nouns Noun + noun Noun + verb Adjective + noun	Simple compounds: Complex compounds:	BLACKBIRD BLACKbird NEST
Reflexives		**Patterns**
Complete predictable stress	*- self - selves*	mySELF himSELVES
Phrasal Verbs		**Patterns**
Two or three words composed of verbs followed by adverbial particles	*and, or, at, about, with, of, over, back, out, off, to, on,*	LOOK at TAKE Over RUN aWAY with

Note. (Cele-Murcia, Brinton, & Goodwin, 1996)

1.6.3.5. Stress in two syllable words. Hanckock (2003) declares that many two-syllable words derive from one-syllable words. Although they do not derive from a one-syllable word, most two-syllable nouns and adjectives stress the first syllable. A few exceptions to this general rule emphasize the second syllable. (p. 64). Furthermore, Essberger (2020) affirms that word stress manages two simple rules where 1) one word can only have one stress, and two stresses cannot be in the same word. Also, 2) it can only emphasize vowels and not consonants. Therefore, it is preferable to try to "feel" the music of the language and naturally add stress. Essberger points out the rule and pattern that both nouns and adjectives have in common as in Table 6:

Table 5

Stress on first syllable: nouns and adjectives

Rule	Examples
Most 2-syllable nouns	PRESent, EXport, CHIna, TAble
Most 2-syllable adjectives	PRESent, SLENder, CLEVer, HAPpy

Note. (Essberger, 2020)

CHAPTER II

METHODOLOGY

2.1. Types of research

This study was conducted based on quantitative and qualitative research required to gather, evaluate, and comprehend the data. Research can be more understandable, focused on the research problem, and respond to the research questions by qualitative and quantitative methods.

2.1.1. Quantitative Method

This research is quantitative because the researcher employed a survey for students and tests, pre and post, to analyze the usage of the picture-cued storytelling technique, which was able to collect and analyze data. "Quantitative research relies on the collection and analysis of numerical data to describe, explain, predict, or control variables and phenomena of interest" (Gay, Mills, and Airasian, 2009, as cited in Mertler, 2016).

2.1.2. Qualitative Method

The research is qualitative due to the application of an interview with teachers and an observation sheet with students to collect and analyze non-numerical information. The researcher could identify different perceptions, practices, and views from teachers through the interview tool. The observation helped to qualify the progress of students in English pronunciation. Bhandari (2022) states that qualitative research is employed to unearth complex information about a circumstance or to generate original research ideas.

2.2. Research designs/methods

2.2.1. Deductive and Inductive methods

For a more comprehensive understanding of the issue, the researcher used deductive and inductive methods. While deductive methods suggest that the researcher can move from broad theories to specific aspects, the inductive method starts with a collection of observed data, looks for similarities in those findings, and then formulates principles about such relationships (GitHub Docs, n.d.). Thus, the deductive procedure helped to gather the information to support the

theoretical foundation for the research study and the proposal. The inductive process helped to analyze the tests and survey outcomes.

2.2.2. Descriptive Design

In the development of this research, the design aimed to be a Descriptive Design. Because of the present study discusses the characteristics of the two variables. Along with the settings of the learning process, the picture-cued storytelling technique is applied to students at the second level and is descriptive. Moreover, this study is descriptive because of the use of research methods that aid the researcher in collecting information to explain; and interpret the data; and examinates the cause-and-effect relationships among the research variables "Descriptive design focuses on answering all the questions of a research problem to have a proper understanding of what it is about" (Johnson, 2021). Then, the questions arise and concentrate on addressing the how, what, when, and where issues rather than the why.

2.2.3. Quasi-experimental Design

Furthermore, in this research project, was used a quasi-experimental investigation design. A factual experiment aims to demonstrate a cause-and-effect correlation between both: an independent and dependent variable. A quasi-experiment does not depend on a random task (Lauren, Scribbir, 2022a) apart from a study or experiment. Based on non-random criteria, participants are assigned to groups instead. In experimental studies, control groups are more frequently employed. Participants can also be part of a quasi-experimental or matching design, and researchers typically rely on non-experimental control groups (Lauren, Scribbir, 2022b). Due to the research design, the researcher assigned only one control group and an experimental group where all students took the tests pre and post.

2.2.4. Exploratory design

Elman, Gerring, and Mahoney assert that exploratory research entails making an effort to focus on learning something novel and fascinating as it progresses through a research topic. This form of study is risky by definition because it is impossible to predict in advance whether anything innovative will come out of it, and it has to wait until to be well into the research process to find out the answer (2020, p. 17). Likewise, Tegan (2021) states that a methodology approach, called exploratory research, looks at study issues that did not analyze properly before. When acquiring

data is difficult for any reason, but widely used. Therefore, the researcher used exploratory research considering that the research topic is new and based on it increases understanding and provides recent and practical information about picture-cued storytelling techniques and pronunciation sub-skill. Furthermore, due the collection process of data was challenging; however, it dealt with the use of explorative primary research methods like observations, surveys, and interviews.

2.3. Technique / Tools

The techniques and tools that the researcher employed are the following:

2.3.1. *Survey*

A structured survey was applied to collect data for this research that consisted of a series of items and questions; the questionnaire was self-administered in a paper-and-pen format where all questions were identical; respondents received the same questions (see Annex 1). The survey technique entails gathering first-hand information about topics, and Wu and Gide (27-29 August 2007) supported that by choosing a representative sample of the population or universe to be studied.

2.3.1.1. Questionnaire. As McLeod (2018) notes that "a questionnaire is a research instrument consisting of a series of questions to gather information from respondents". A questionnaire may include standardized questions where all respondents are requested exactly respond in a similar order. Correspondingly, the type of questions formulated in the questionnaire were twelve closed-ended questions, which included rating scales and others with options to choose from different criteria.

2.3.2. *Interview*

This research used this technique for teachers to get relevant information related to the problem (see Annex 2). According to QuestionPro (n.d.) "an interview is generally a qualitative research technique which involves asking open-ended questions to converse with respondents and collect elicit data about a subject".

2.3.2.1. Structured Interview. "A structured interview is a conversation where an interviewer asks an interviewee set question in a standardized order" (Indeed Editorial Team,

2021). Conducting questions in an interview are convenient ways to collect data from a group of individuals and is easy to analyze. The questions were closed-ended and open-ended.

2.3.3. *Pre-test and Pos-test*

Due to the use of quasi-experimental research, the researcher used the tests, pre, and post in this study (see [Annex 3](#)) to get statistical results about their proficiency with English pronunciation. Salkind (2010) affirms that experimental and quasi-experimental research often use (pre and post) tests. In quasi-experimental research, a pre-test entails gathering data on the desired outcome before any therapy is used (as cited in Leonisa, 2020).

2.3.4. *Observation Sheet*

Marshall & Rossman (2006) state that observation comprises the methodical note and recording of events, actions, and artifacts or things. The observational record of what was observed, of detailed, objective, specific statements done by field notes. Therefore, the researcher employed an observation sheet to note the pronunciation changes in students regarding the improvement of English pronunciation (see [Annex 7](#)). The objective of the observations was carried out with the application of the picture-cued storytelling technique to the students in the classroom and in different lessons.

2.4. Research Questions

1. Can the Picture Cued Story Telling Technique be a means to assess the pronunciation of second-level students at Instituto Superior Tecnológico "17 de Julio"?
2. What are the advantages of applying the Picture-Cued Story Telling Technique to improving pronunciation?
3. Can the proposed material to teachers facilitate the activities in the pronunciation assessment process?

2.5. Participants

The population of the research is the 401 second-level students at Instituto Superior Tecnológico "17 de Julio" presented in Table 7 in the academic period May – October 2021 and the nine English teachers.

Table 6

Population

Level	Location	Setting	Class	Schedule	Career	Students
Second level	Yachay	Classroom	2A	Afternoon	Sport training	22
	Yachay	Classroom	2A	Afternoon	Higher Technology in Automation and Instrumentation	18
	Yachay	Classroom	2B	Afternoon	Sport training	22
	Yachay	Classroom	2B	Afternoon	Sport training	15
	Yachay	Classroom	2C	Morning	Higher Technology in Biotechnology	34
	Ibarra	Classroom	2D	Afternoon	Higher Technology in Electricity	21
	Ibarra	Classroom	2D	Afternoon	Higher Technology in Electricity	15
	Ibarra	Classroom	2E	Morning	Automotive Mechanics	35
	Ibarra	Classroom	2F	Morning	Higher Technology in Electricity	15

Ibarra	Classroom	2G	Morning/Saturdays	Automotive Mechanics	36
Ibarra	Classroom	2H	Afternoon	Higher Technology in Industrial Mechanics	15
Ibarra	Virtual	2I	Morning	Higher Technology in Industrial Mechanics	10
Ibarra	Virtual	2I	Morning	Higher Technology in Food Processing	10
Yachay	Classroom	2J	Morning	Higher Technology in Chemistry	20
Yachay	Classroom	2K	Afternoon	Higher Technology in Software Development	17
Yachay	Classroom	2K	Afternoon	Higher Technology in Networks & Telecommunications	16
Yachay	Classroom	2L	Morning	Higher Technology in Software Development	15
Yachay	Classroom	2L	Morning	Higher Technology in Networks & Telecommunications	13
San Antonio	Classroom	2M	Afternoon/Saturdays	Higher Technology in Visual Arts	30
Ibarra	Virtual	2N	Afternoon	Firefighters	21
Total:					401 students

Note. Data provided by Instituto Superior Tecnológico "17 de Julio"

2.5.1. Sample

To determine the sample's size from 401 second-level students, it needed to take a representative sample through stratified random sampling.

2.5.1.1. Stratification of the sample. In most cases, representative samples are the best choice for sampling analysis because they anticipate findings and observations that closely reflect the total population. Creating a representative sample can be done via a stratified random sample. A population divides into strata, and its characteristics to examine (Young, 2021). Once the sample's size is determined, proceed to stratification, considering the variety of settings in how the courses are delivered: classroom and virtual, the institution locations, and schedules: morning and afternoon, in days and times; with those criteria, the number of students with their respective parallels, career, place, and timetable, are shown in Table 7:

Table 7

Stratified random sampling

Level	Location	Setting	Class	Schedule	Career	Students
Second level	Ibarra	Classroom	2E	Morning	Higher Technology in Electricity	15
	Ibarra	Classroom	2F	Morning	Automotive Mechanics	35
Total:						50 students

Note. Data provided by Instituto Superior Tecnológico "17 de Julio"

2.5.1.2. Population identification. Fifty students make up the sample; two of them are female and forty-eight of them are male. All of the students are between the ages of eighteen and thirty.

2.5.1.3. Sampling type. To analyze the data, the type of sample was non-probabilistic sampling. Non-probability sampling examines the population in a much more controlled environment when it has a very small population to work with the advantage of being much cheaper and faster than probability sampling (Glen, n.d.).

2.6. Data analysis plan and procedure

First of all, the researcher set up a study group. The group chosen was second-level students from the Instituto Superior Tecnológico "17 de Julio." After the treatment of the stratification of the sample to the entire population, the interviews were applied to teachers and surveys to students. The interviews took from 5 to 7 minutes, whereas the surveys took between 10 and 15 minutes. In addition to that, the appliance of the pre-test, post-test, and observation sheet about the application of the picture cues storytelling technique required four weeks. The different instruments took definite processes.

On the one hand, the whole sample received the pre and post-tests. Those tests were designed in order for students to be assessed with the A2 Level assessment scale for pronunciation. The students were assigned to create a short story with six sequenced pictures. While students told the story, their pronunciation was evaluated.

On the other hand, to carry out the observation and application of the technique, the sample of students was divided into two groups thanks to the stratification. The two determined groups were one experimental group and one control group, both of which were from the careers of Higher Technology in Electricity and Automotive Mechanics respectively.

The observations concerned a procedure where the researcher took into account the vocabulary suggested from Unit 4 of the current English book, English ID2 Richmond. In addition to this, it was designed and created the different picture sample templates with the new vocabulary and sequenced pictures through the use of the creative platform "Storyboard That" to apply the technique at the end of each lesson class. Also, each template included a sample story by the researcher's own author to guide the students.

Considering that the sub-skill of pronunciation comprises several aspects that are complex to analyze, the researcher concentrated on observing how the students of the

experimental group stressed some two-syllable words among nouns and adjectives, which corresponded to the basic vocabulary of prioritized topics that an A2 level student should handle included in their book. The observational process involved the following steps: 1) Show the two-syllable words from the new vocabulary; 2) determine the grammatical function of each word; 3) display six picture sequences and identify their main characteristics;4) Write a short story using the new vocabulary, 5) give students enough time to practice the story, and 6) listen to how students pronounce the story, especially the two-syllable words, noting the quality of their performances.

Subsequently, the analysis was done after the information from the interviews, surveys, pre, and post-tests, and observation sheets had been gathered. The correspondent information was illustrated by using figures and tables to be interpreted to draw conclusions about the research.
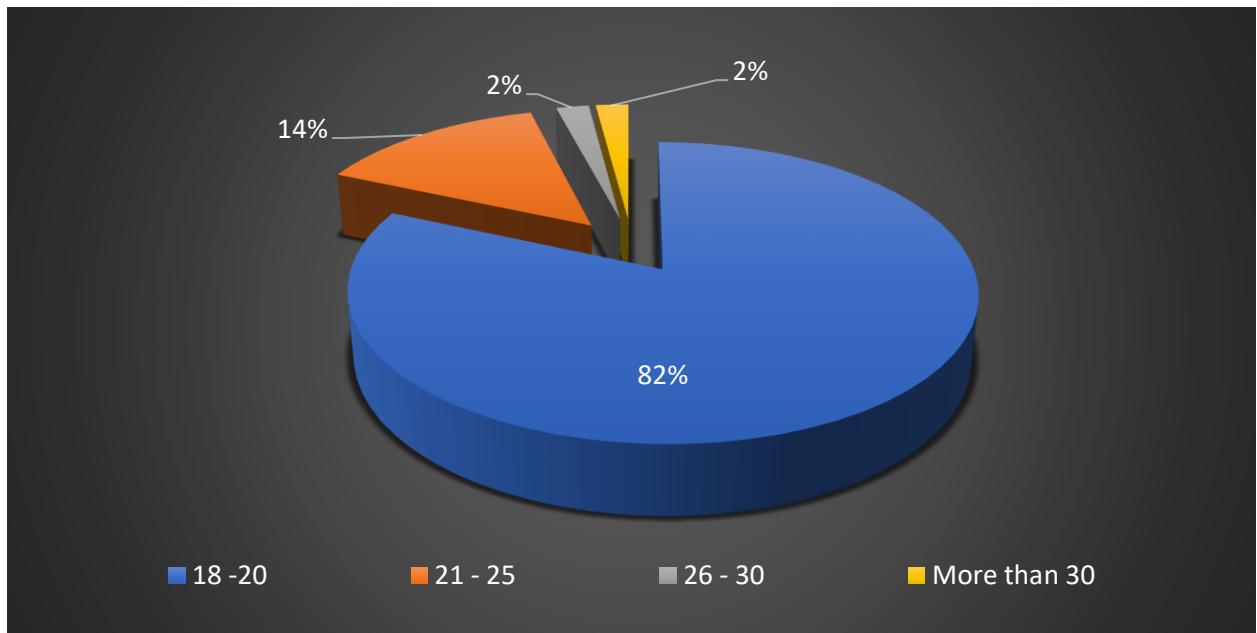
CHAPTER III

RESULTS AND DISCUSSION

This section describes the findings based on the instruments used together with the analysis of the surveys, interviews, pre, and post-tests, and discussion. The Annexes section will contain the instruments.

3.1. Analysis of surveys results

### 3.1.1. Personal information

Figure 2

Age

Note. Own elaboration. Source: Survey

Interpretation

The pie chart above shows the proportions of students surveyed concerning their current age. Under the results of the applied surveys, a small minority of second-level students were more than thirty, with a vast majority of the students between eighteen and twenty. It indicates that the majority of the students of this level are in age of adulthood.

Figure 3

Gender
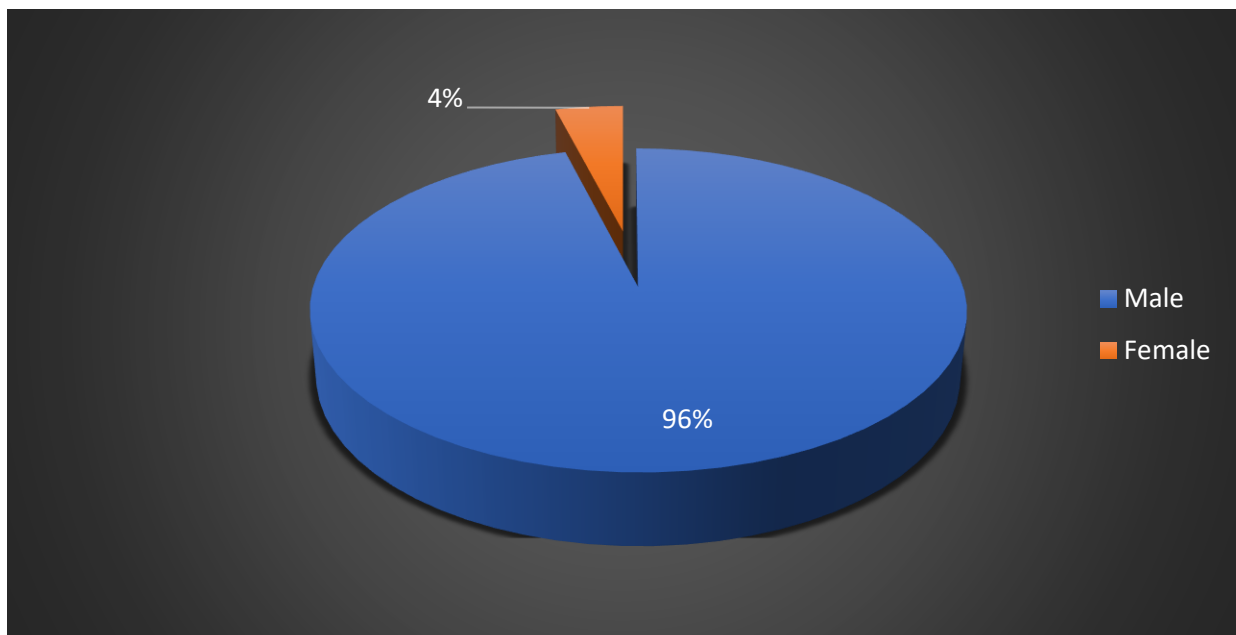
Note. Own elaboration. Source: Survey
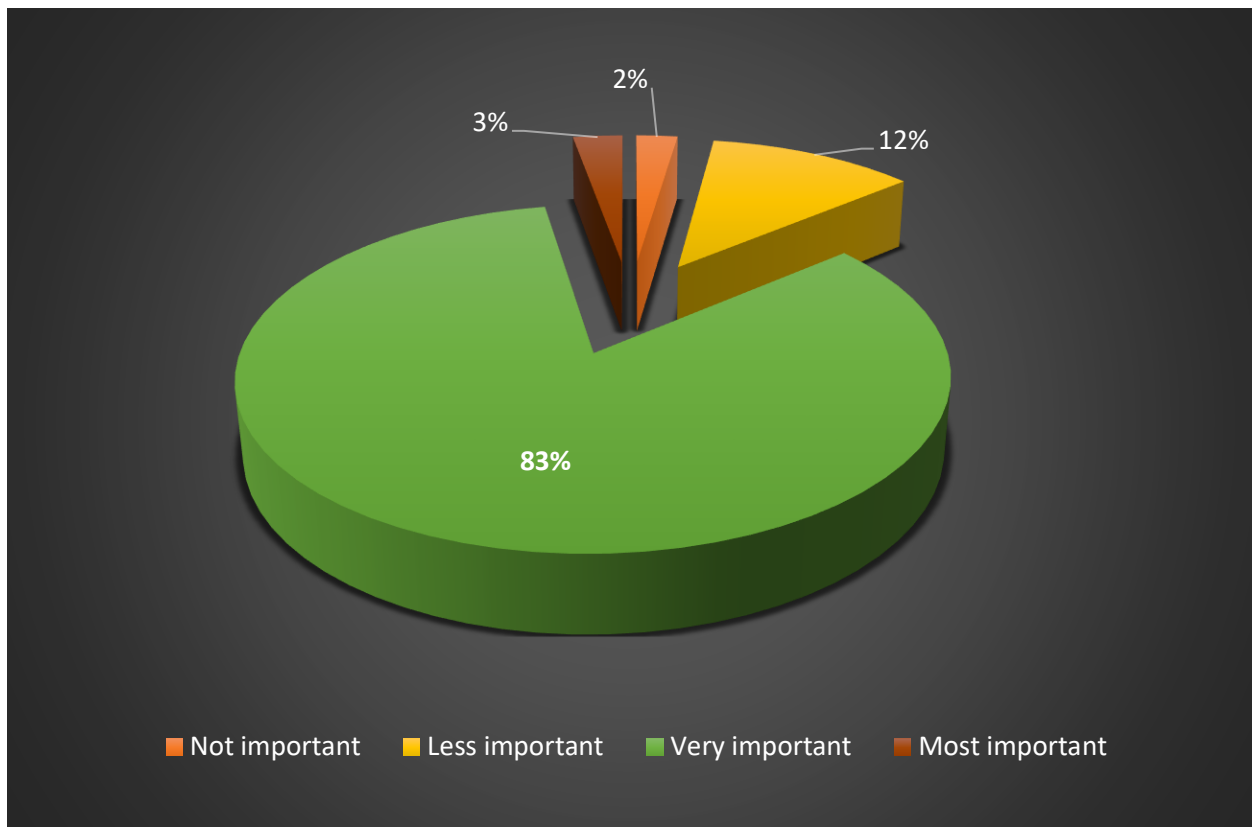
Interpretation

The pie chart above provides the percentages of second-level students surveyed regarding their gender. According to the results of the applied surveys, the second-level students' majority at the Instituto Superior Tecnológico "17 de Julio" is male, with a small minority of female students. It suggests that men make up the majority of the student body at this institution.

3.1.2. Questions

Figure 4

Importance of the regular practice of speaking skills in the English language

Note. Own elaboration. Resource: Survey
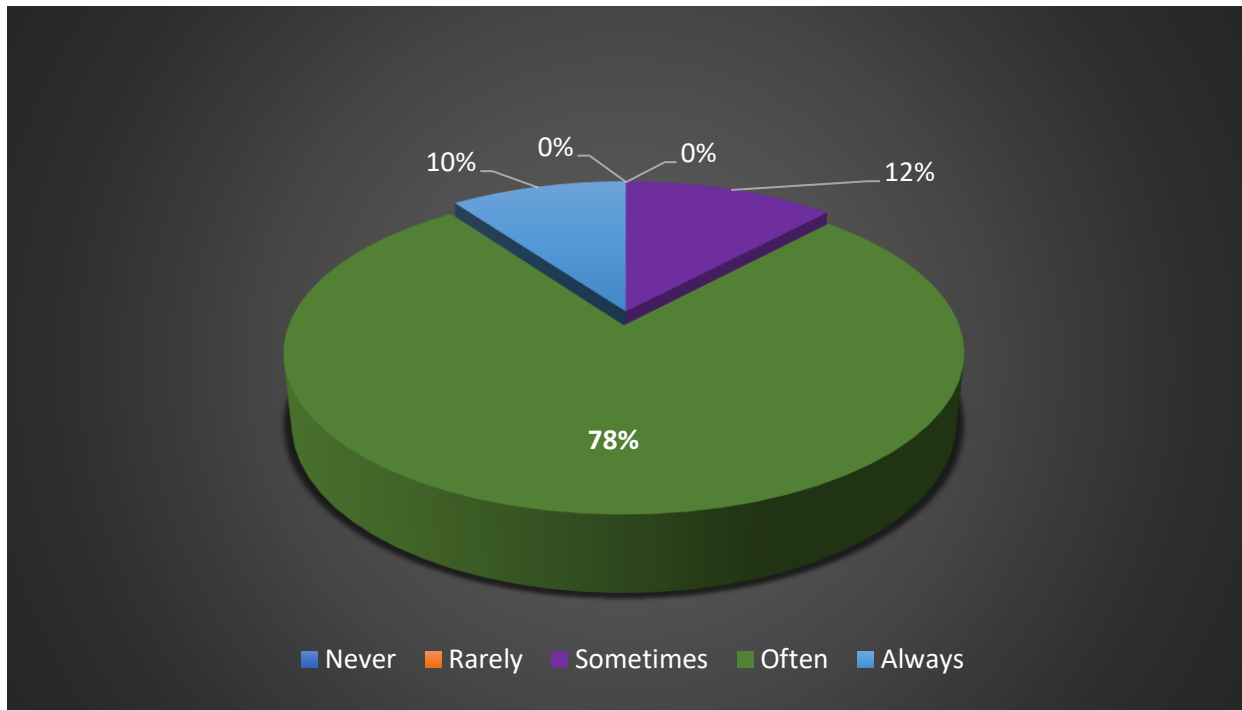
Interpretation

The pie chart illustrates the students' responses concerning the importance of the English-speaking skill. Out of a total of 50 students, 36 (83%) consider that very important is practicing speaking the English language, and only one student (2%) considers English not important at all. It means that students are aware of the daily practice of English-speaking value.

Figure 5

Speaking frequency of the teacher when teaching English

Note. Own elaboration. Resource: Survey

Interpretation

The pie chart offers information on the frequency of talking by the teacher when teaching English. It is clear that, from the 100% of the students surveyed, the highest number corresponds to those who stated that their English teacher frequently uses the language in class. Whereas, a second large number considered that only sometimes their teacher does. This finding indicates that students are direct observers of the teacher's ability concerning speaking.

Figure 6

Students' English pronunciation
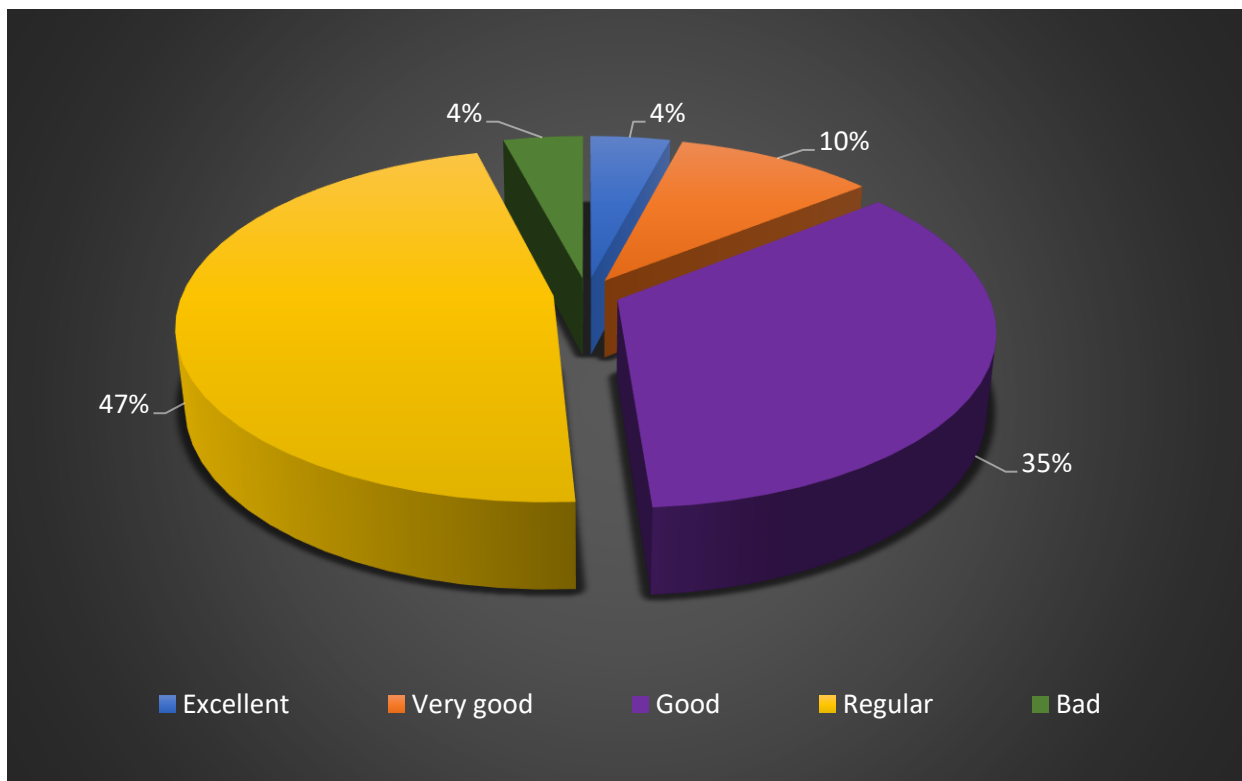
Note. Own elaboration. Resource: Survey

Interpretation

This pie chart shows the considerations of second-level students regarding their English pronunciation. From the results obtained, it is evident that the majority are aware of their pronunciation feature in English. Forty-seven percent of participants answered is regular, whereas thirty-five percent said it is good. Very good represents ten percent of the total. Meanwhile, the percentages of some students who believe that their pronunciation is "bad" and excellent are undoubtedly the smallest percentages, at four percent. These results suggest that the students may have a clear idea of their English pronunciation quality and needs to be improved; thus, most students can reach a better quality at the A2 Level.

Figure 7

Students' pronunciation problems faced when English speaking

14% 1% 31%

39% 15%

■ Lack of knowledge of the correct pronunciation of words
■ Thinking first in Spanish and then in English
■ Lack of practice in the pronunciation of words
■ Expressing senteces with mistakes in the pronunciation
■ No difficulty at all
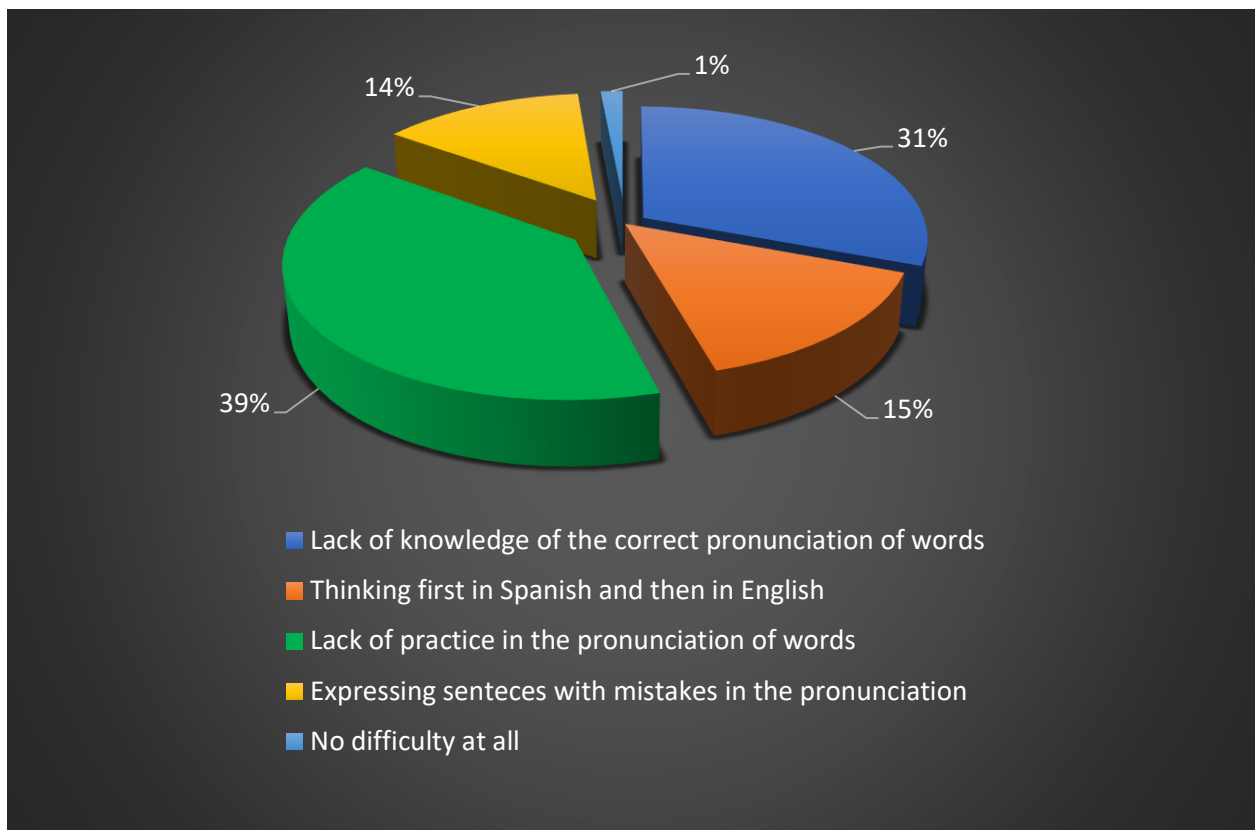
Note. Own elaboration. Resource: Survey

Interpretation

From the pie chart, two third of the participants noted some deficits in pronunciation. Thirty-nine percent said a lack of practice in the pronunciation of words, as opposed to thirty-one percent, perceived a lack of knowledge of the correct pronunciation of words, with a three percent difference between the two. Nearly two-quarters of the surveyed students present problems producing the language; fifteen percent think in Spanish and then in English, compared to fourteen percent express sentences with mistakes in pronunciation. Only a minority claim that they do not present some problems regarding pronunciation issues, representing one percent. The information suggests that students at this level face some trouble while pronouncing, therefore, needing speaking practice.

Figure 8

Aspects noted by students over a good pronunciation
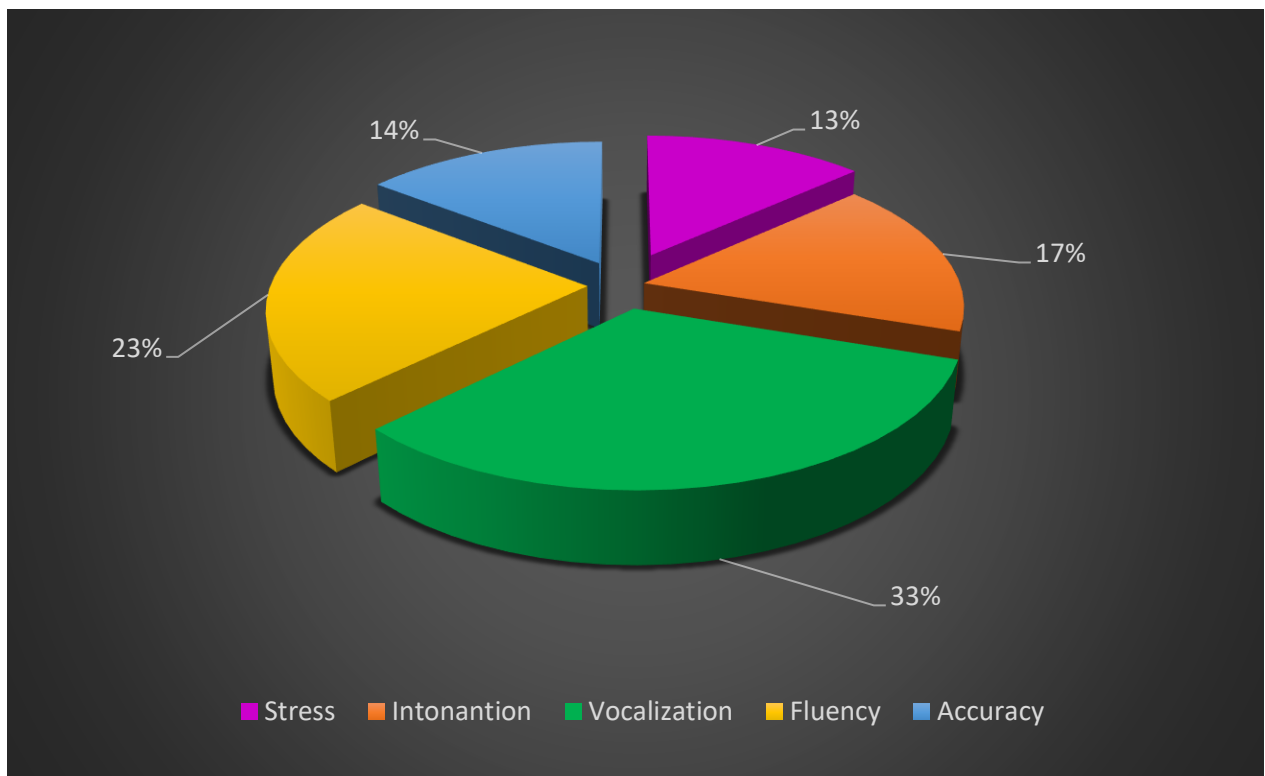
Interpretation

Figure seven separates into five segments related to pronunciation aspects students identified when noticing good pronunciation. From the pie chart is clear that the majority of surveyed students responded that "good pronunciation performance " is characterized by a vocalization aspect. Twenty-seven percent notice fluency. Intonation accounts for seventeen percent of students surveyed. Nearly a quarter of students assumed that accuracy is the other one more noticeable. Only a minority of thirteen percent of students identified stress as the less aspect noticed in pronunciation. The data implies that the participants recognize the main pronunciation features when they hear "good pronunciation."

Figure 9

Students' perceptions about benefits in the pronunciation improvement
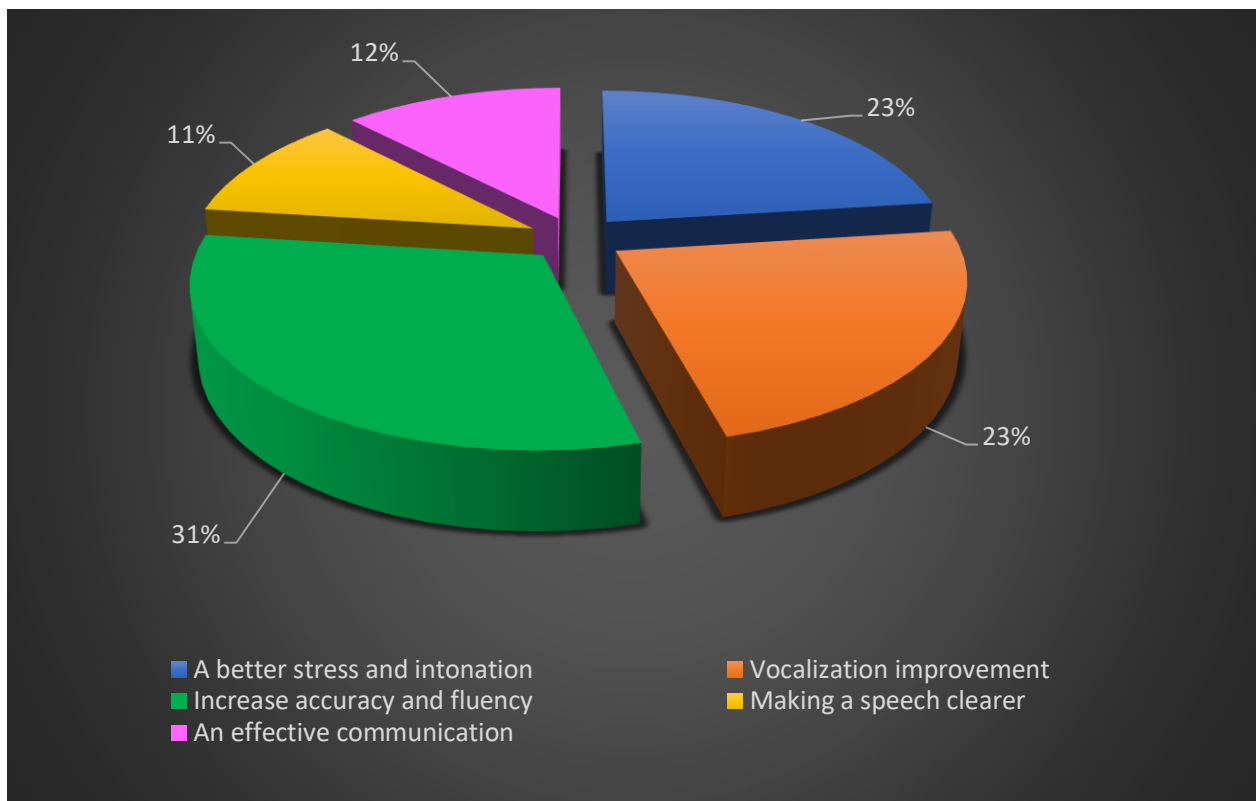
Note. Own elaboration. Resource: Survey

Interpretation

The figure above provides data associated with profits that students identify in improving pronunciation. A large percentage of participants believe that the main benefits of pronunciation improvement are increasing accuracy and fluency. Better stress and intonation; and vocalization improvement account for twenty-three percent of students. Twelve percent identified effective communication. A minority of eleven percent believe that making a speech clearer is a gain of improved pronunciation. The evidence suggests that students perceive higher advantages when they speak in English if they improve their pronunciation.

Figure 10

Frequency in the methodologic resources used by teacher on pronunciation improvement
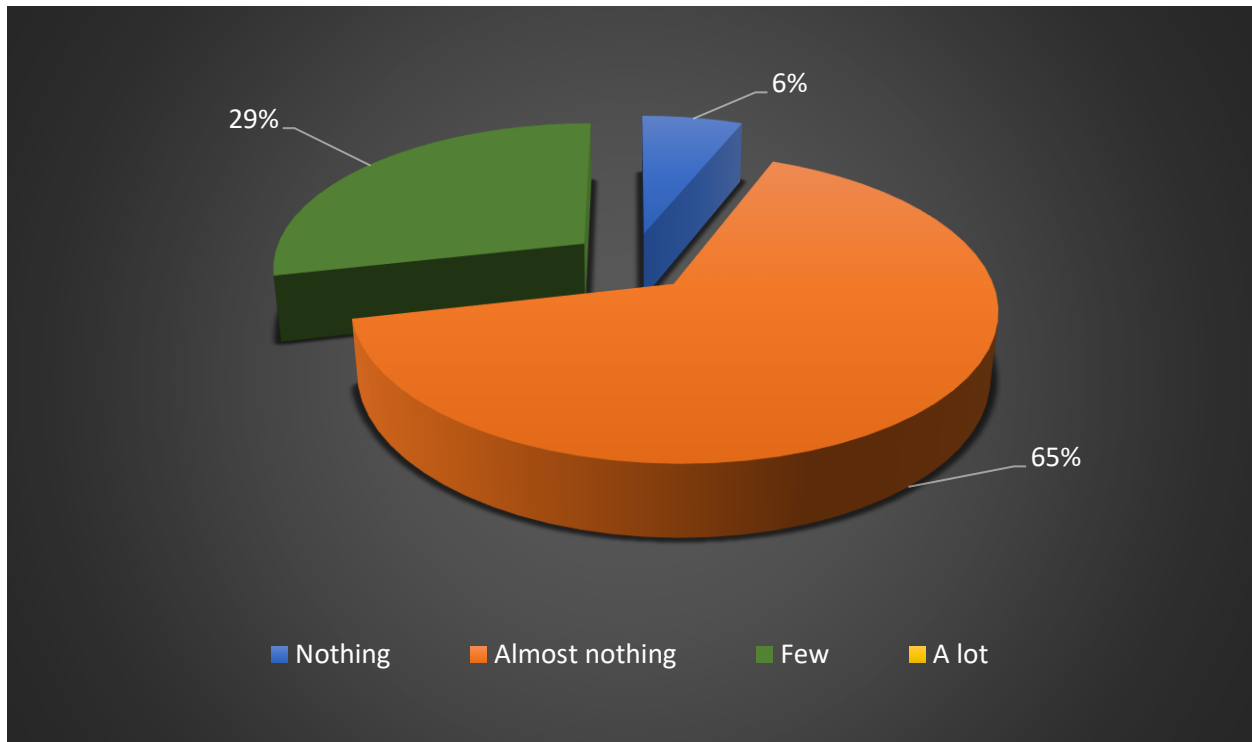
Note. Own elaboration. Resource: Survey

Interpretation

Graphic nine shows information related to the appreciation of all students about the resources, materials, procedures, and techniques their teacher employs to improve pronunciation. A large proportion identifies that "almost nothing" of the methodologic resources improves their pronunciation. Twenty-nine percent said "few." A small number detects that "nothing" of those resources does. According to this data, students can see the teacher's use of available resources but not always towards their pronunciation.

Figure 11

Activities for speaking practice used by the teacher
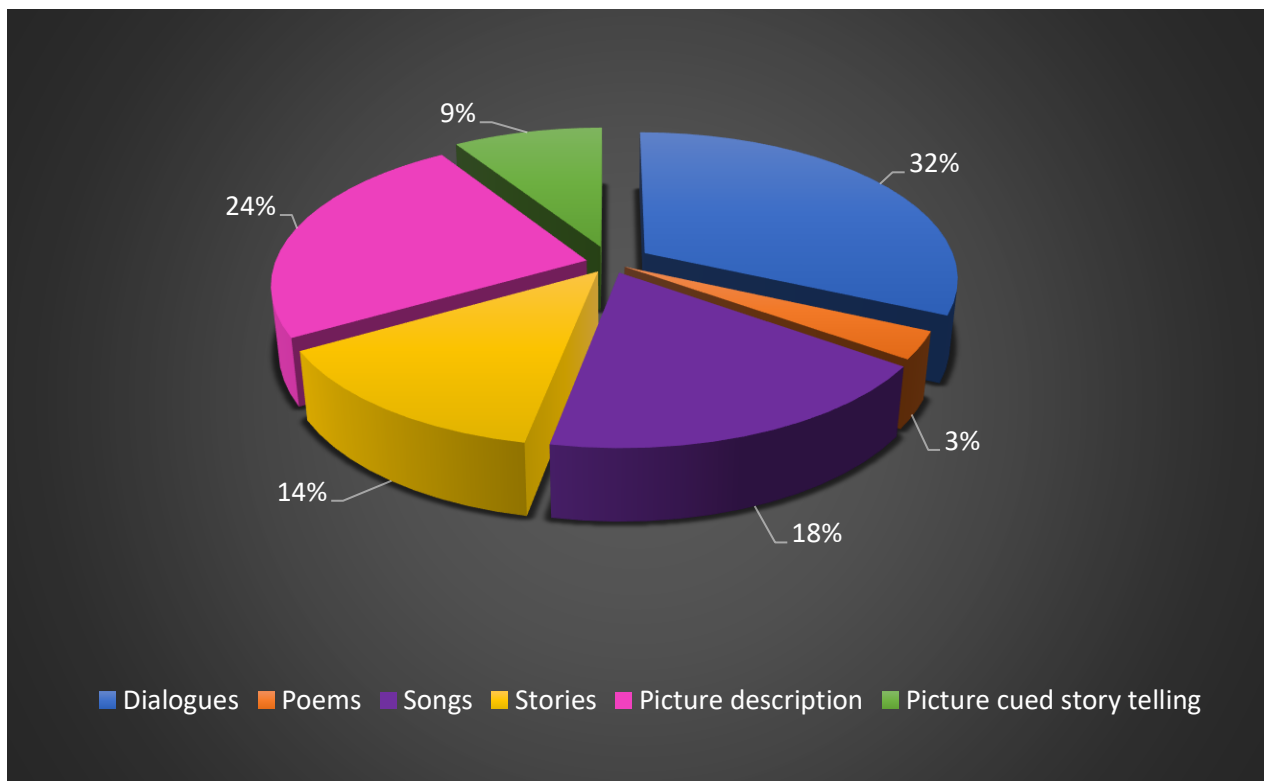
Interpretation

Figure eleven shows the results of the students' survey about the activities the English teachers use aimed speaking practice of students. A majority of students answered that teacher employs dialogues, representing about 32%, and picture descriptions at 24%, with just an eight percent difference between the two. Songs account for eighteen percent of teachers' activities. Nearly a quarter said stories are part of teachers' activities, and only a few students said teacher uses picture-cued storytelling. The lowest number assumed that poems employ as a speaking activity. The data shows that pictorial resources are the fewer means employed by teachers with a greater preference for traditional material to develop speaking abilities.

Figure 12

Frequency in the visual aids used by the teacher on pronunciation improvement
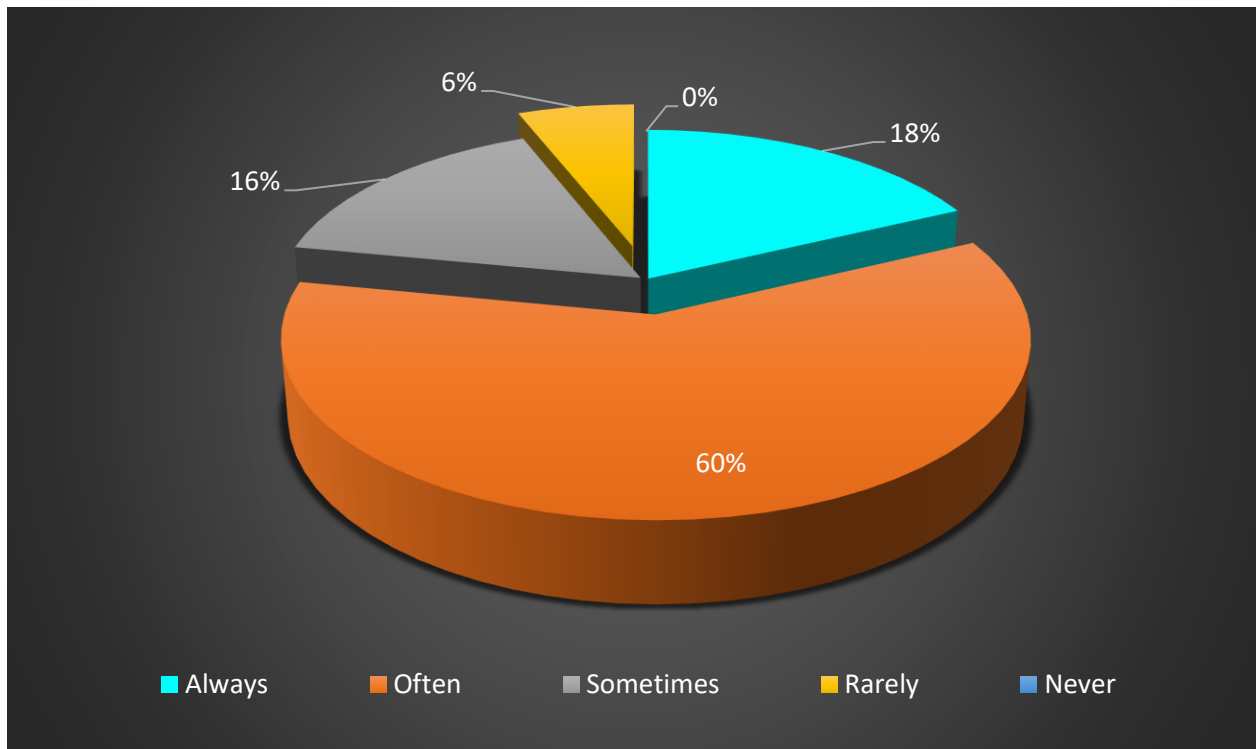
Interpretation

Graphic eleven details the frequency denoted by the students concerning visual aids their teachers used from the English book to help them with pronunciation practice. While a minority of the participants notice that visual resources are rarely employed to help their pronunciation, the majority points out that their teacher often does. More than a quarter of students said that teachers use them sometimes, and eighteen percent always. These findings suggest that students observe teachers using pictures regularly to practice and improve pronunciation.

Figure 13

Students' pronunciation facility for telling stories
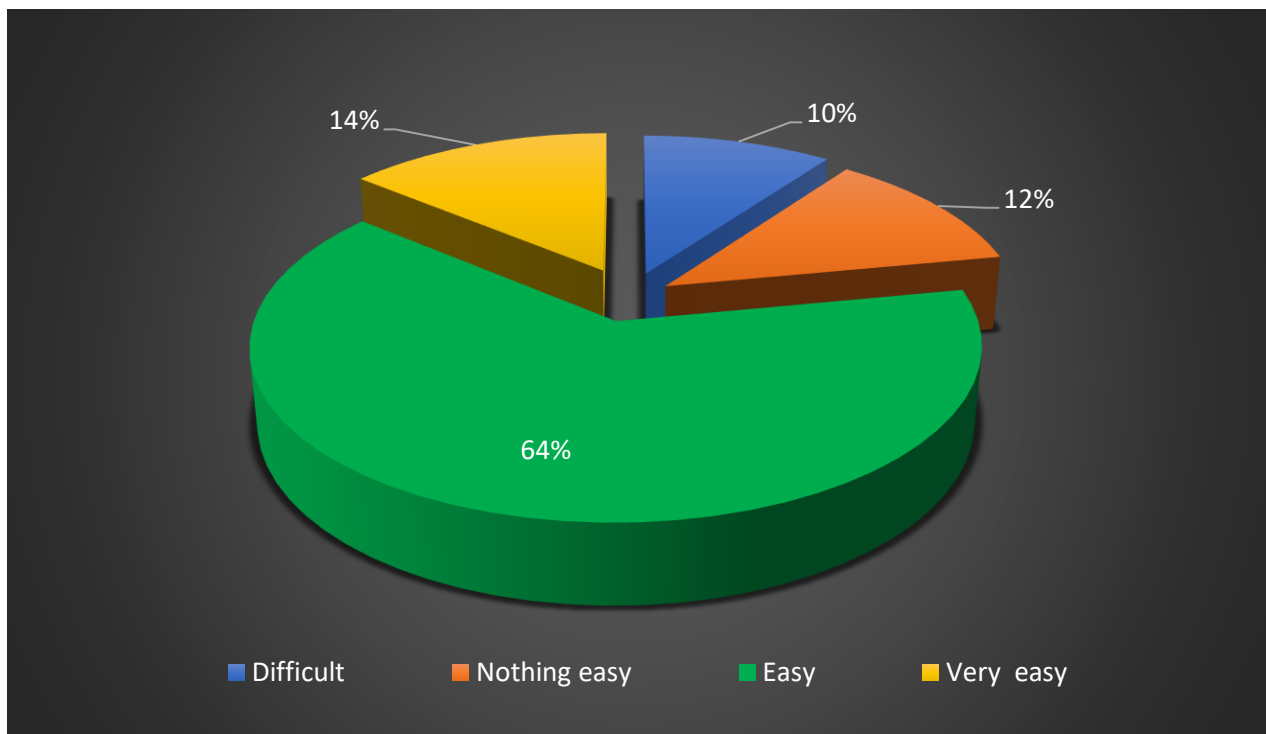
Note. Own elaboration. Resource: Survey

Interpretation

The pie chart shows the difficulty that second-level students face telling stories using pictures in sequence to facilitate pronunciation in English. A large number responded that it is "easy" to tell a story with sequenced images, reaching 64%, "very easy" at 14%, and "nothing easy" at 12%, whereas the lowest number of them find it difficult, representing about 10%. This outcome demonstrates that many students can carry out speaking tasks like telling stories, and a few have difficulty, which is usual in practicing and producing speaking skills.

Figure 14

Students' knowledge about the picture cued story telling technique
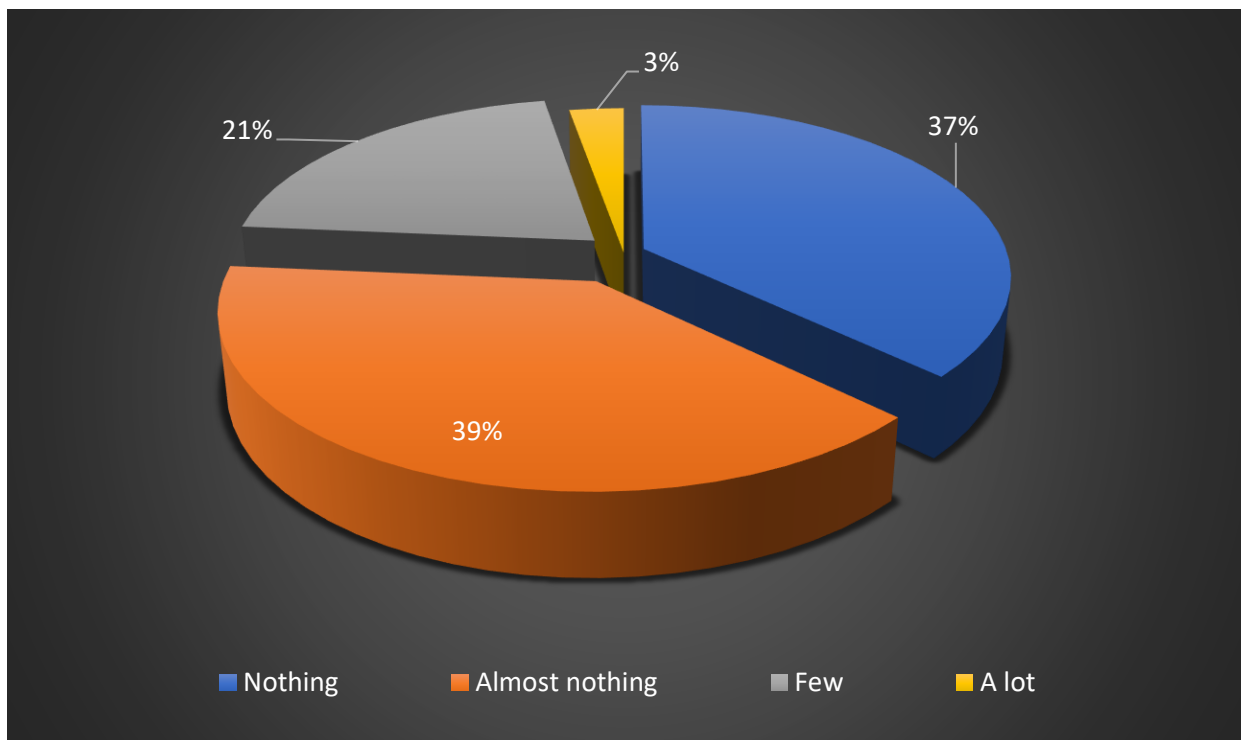
Interpretation

Graphic thirteen shows how much the participants know about the application of *picture-cued storytelling* to improve English pronunciation. According to the pie chart, a significant percentage of the surveyed students know hardly about the technique. *"Almost nothing"* of the participants be aware of it, reaching 39%, and "nothing" at 37%. A small minority said they know "few" the *picture-cued storytelling* technique, representing 21%. An insignificant number of students answered "a lot", at 3%. Consequently, the data presents a considerable lack of knowledge of the mentioned technique.

3.2. Analysis of the interviews

A general analysis of the many aspects discussed has been done based on the outcomes of the applied interviews. This knowledge made it possible to understand the techniques that teachers employ to help students improve their pronunciation more clearly.

Teacher A

1. How important is it for students to learn to speak in English? Why?

Well, I think it is very important that the guys learn to speak this second language, especially because they will need it in the labor field. When they leave the institute, many of the students will work in workshops or companies, and they must have this knowledge of this second language because it will give them a plus to guarantee or get a better job.

2. What is your opinion about the following affirmation of: "a regular practice in the pronunciation can improve the students' speaking skill"?

Of course, as they say: practice makes perfect. It is very important that students practice, practice, practice, and it is the duty of the teacher to make them review reading, listen to songs, and read; because the more they practice, the better they will have vocabulary knowledge and improve their reading and pronunciation.

3. Do you think that students can improve their pronunciation practicing in the following ways: student-teacher, student-student, and outside the classroom? Why?

Well, the three have to be united. No, the teacher here in the classroom is a teacher-student because the teacher guides, teaches, and gives vocabulary, and the student has to practice. Now, student-student. The speaking exercises would be achieved in the classroom, and, as I said before, the more they practice, the more they will learn. And of course, outside the media, technology is very advanced, there are many applications, and they can use it and take advantage of that to learn this language and have good fluency.

4. What main pronunciation features do you identify in your students speaking performance?

Well, what I usually do in the classes is to do reading exercises, read texts in the classroom, and at that moment, you check one by one in the classroom. You make them read, and you get to know the level they are. Some have good pronunciation, others have more or less, and others need to practice more.

5. Do you consider that the level of English students brings to Instituto Superior Tecnológico 17 de Julio is good or bad? Explain.

Well, we could not exactly say that it is good or bad, but it is quite considerable, and it is necessary to take into account many aspects that the students do not have a good level from the school itself. Well, it is not for everyone, but in itself, if they lack, I would say they lack a lot.

6. Do you consider that the visual aids of the English textbook provide sufficient support to promote students' pronunciation practice? Yes, no, why?

We work with the Richmond platform. They must use the book, do their workbook, and practice in the assignments sent to them, as well as listen to the dialogues and audio. So that they can improve their pronunciation. It seems that, to be a relevant point in the material we use, since this way they can practice and achieve the fluency that the teachers and they need to improve their English.

7. Mention some techniques you use in class to improve students' pronunciation and tell their advantages.

Well, what I usually do, is to do peer-to-peer dialogues so they can practice and also listen to the audios and have them read so they can practice.

What are the advantages?

The advantage is that you can see what their pronunciation is like and how they are practicing at that moment. You can correct them or you can give them feedback or you can make them repeat it so that they become more fluent.

8. **In your experience, have you ever used the Picture Cued Story Telling Technique focus on students' speaking and mainly in pronunciation? Yes, no, why?**

Well, yes, we have done it. We need time and the predisposition of the students so that they can look at the images and concatenate each sentence, each thought, and improve their pronunciation. It is a very good technique.

Teacher B

1. **How important is it for students to learn to speak in English? Why?**

One of the reasons why they should learn English is that it opens doors for them worldwide. That is, if a student has a good level, he/she could get a scholarship, study in another country, and have access to information, technology, and many books in English. So, I think it has a great influence on education. A guy who does not know English would be a little limited.

2. **What is your opinion about the following affirmation of: "a regular practice in the pronunciation can improve the students' speaking skill"?**

A daily practice, you say? It depends. It depends because I can spend years, years, and years pronouncing wrongly, so there always has to be a daily practice. Always with feedback. Then with repetitions, correction, or with what, of course, to get it right because there are kids who suddenly read and read badly; they cannot be comprehended. I take a speaking, let's suppose, a question; the guys read, and they cannot get. Daily practice helps, but as I said, with at least a correct pronunciation, but not an exact one, because we "Latinos" will always have an accent, but at least with a pronunciation that can be understood.

3. **Do you think that students can improve their pronunciation practicing in the following ways: student-teacher, student-student, and outside the classroom? Why?**

Yes, of course, for example, as I was saying, no, the student teacher, so the teacher will play the audio and there he/she can practice pronunciation. Between students, you can learn, and outside the classroom, there are many resources that the child can use to have good pronunciation, so yes, yes, there is a way.

4. What main pronunciation features do you identify in your students speaking performance?

Well, I generally identify when they participate in class, that is, reading. Maybe they read, maybe they answer a question, and that is when you identify whether or not they have good pronunciation.

5. Do you consider that the level of English students brings to Instituto Superior Tecnológico 17 de Julio is good or bad? Explain.

Well. I would place them at an "A1" on average. It is at a basic level. Obviously. - there are cases where - when they study in private schools or have studied English separately, generally. Some have a better standard, but for the most part, it is a basic level.

6. Do you consider that the visual aids of the English textbook provide sufficient support to promote students' pronunciation practice? Yes, no, why?

Yes. Basically. If the book we are currently using tries to cover all the skills. And there are pronunciation exercises. For example, on the platform, the guy has the option to record himself, repeat, and all that. So, this book does. Really. Now, it does cover pronunciation.

7. Mention some techniques you use in class to improve students' pronunciation and tell their advantages.

Well, the one I use the most is, for example, the audio script. First, I put the play on and then they listen to it. After that, I work by paragraphs, with one student reading the first paragraph, and the other student reading the second paragraph. Sometimes we listen once or twice, depending on the approach, so sometimes I tell them, you are going to read, you will put in the pronunciation and all that. So, in that way, more or less, in class we work on the pronunciation. From there, - obviously - it comes with comprehension and all that, true or false, that there is in the reading and that.

8. In your experience, have you ever used the Picture Cued Story Telling Technique focus on students' speaking and mainly in pronunciation? Yes, no, why?

Well. Yes, if you use the pictures for them to create or make up a story, but not -really- specifically for pronunciation. But I have done it so that they create or write or. Of course. Write the story with affirmative sentences that happened or that they made up. But focusing directly on pronunciation, I don't think so. And why not. Well, when they read, let's say, when they read the story, it could be used for pronunciation, but I didn't focus on pronunciation, maybe because I didn't plan it that way. I didn't use that tool as a planning tool for pronunciation, but as a tool for writing, for example.

3.3. Results of pre and posttest application

This section presents the data gathered through the pre and post-tests. The tests were applied to fifty students from the second level of Instituto Superior Tecnológico 17 de Julio. The second-level students 2E were named the control group, and second-level students 2F were named like the experimental group.

The researcher used a story sample in the tests and the assessment scale for evaluating pronunciation to collect this data. Both tools served as the basis of level A2 of the Common European Framework of Reference. Firstly, CEFR Level A2 Learner Outcomes offer a sample of the story that a Level A2 student can tell, which was a guide for the researcher in designing the sequenced pictures to apply the technique. The assessment scale details criteria of evaluation like intonation, rhythm, and stress, adapted from the A2 Level Assessment scale for pronunciation (see Annex 4), and extracted from the overall speaking scales to evaluate the participants' proficiency (see Annex 6). In addition, the General American English Pronunciation was the normative pronunciation utilized in this study.

Following the A2 Level assessment scale for pronunciation (Answer Key) in Annex 5, the participants were scored on a scale from 5 to 1, being the number 5 being the highest score and 1 being the lowest.

Table 8

Criteria to evaluate in the pre and posttests

A2 Pronunciation	Application	Criteria	Parameter	Score
It is mostly intelligible and has some control of phonological features at both utterance and word levels.	Students' sentences and word stress are generally accurately placed.	Stress	Control of word and sentence stress.	5
	Students control movement in speech, marked by stress, timing, and the number of syllables.	Rhythm	Control of rhythm.	5
	Students' intonation varies in the pitch level of the voice.	Intonation	Control of intonation.	5
		Total (three parameters)		15
		Average:		5

Note. Own elaboration. Source: Adapted from (Paredes, Improving students' pronunciation by using English songs (a classroom action research on the Educación General Básica Superior of las Instituciones Interculturales Bilingües of Santa Rosa Parish in Ecuador 2017-2018 academic year)", 2018)

3.3.1. Pre-test results

It is presented a global score in Table 9 from the fifty students that are part of the control group and the experimental group.

Table 9

Results of the control and experimental group in the pre-test

Pre-test average			
Criteria	Control group	Experimental group	Expected average
Stress	3	2	5
Rhythm	3	1	5
Intonation	2	3	5
Total	8	6	15
General Average	2,7	2	5

Note. Elaboration adapted from (Aucapiña, 2021)

3.3.2. Posttest results

It is presented a global score in Table 10 from the fifty students that are part of the control group and the experimental group.

Table 10

Results of the control and experimental group in the posttest

| Posttest average			
Criteria	Control group	Experimental group	Expected average
Stress	4	4	5
Rhythm	3	4	5
Intonation	3	4	5
Total	10	12	15
General Average	3,3	4	5

Note. Elaboration adapted from (Aucapiña, 2021)

3.3.3. *Comparative result of the pre and post-tests*

This section shows the comparison between the pre-test and post-test averages. The main objective of this part is to analyze if using the Picture Cued storytelling technique improves pronunciation. Figure 15's results show the overall scores for each criterion attained by the experimental group.

Figure 15

Comparative results
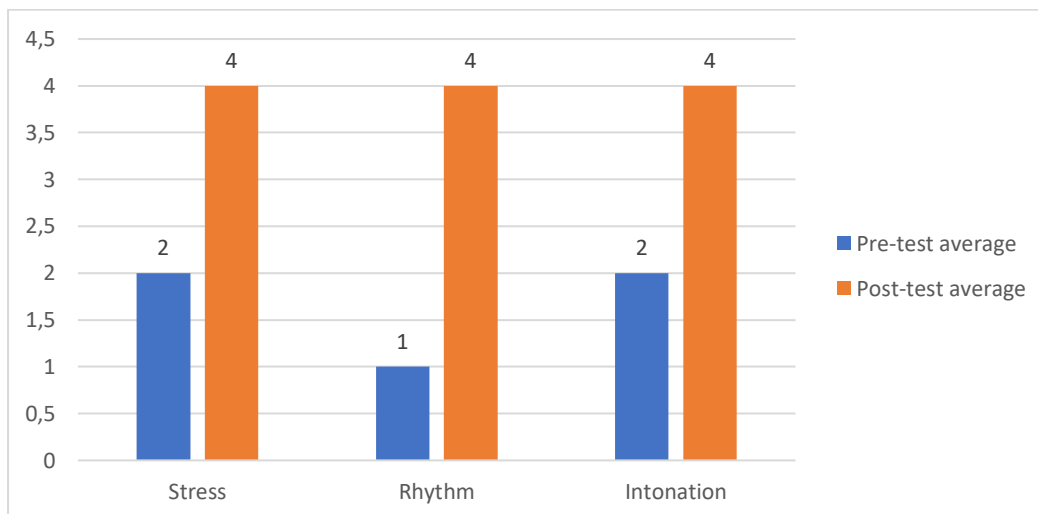
 Note. Own elaboration. Source: Pre and posttests

Interpretation

The bar chart illustrates the comparison between the results gotten per each criterion in the pre-test and post-test in the students that correspond to the experimental group. A meaningful difference between each of the assessed suprasegments is seen in Figure 25. The most important finding from the data is that, after the intervention employing the picture-cued storytelling technique, stress and intonation, which initially fluctuated from 2 to 5 points, reached an average of 4, which reflects an improvement of 2. When the picture-cued storytelling-telling technique was used, the rhythm average was also higher. The final average was 4, compared to the initial average of 1 over 5. Consequently, it denotes an increase of 3. This data indicates that the results obtained demonstrated an improvement in students' pronunciation performance, after the use of the picture-cued story technique, students enhanced the suprasegmental features: stress, rhythm, and intonation.

3.4. Results of the observation sheet

The purpose of the observation sheets was to record how the students' pronunciation had changed as a result of the picture-cued storytelling technique being used in the classroom during some classes to enhance English pronunciation. Therefore, from the different observed aspects that were noted, the following results were offered:

Initially, students rarely made sounds that sounded clear, expressive, and lively while pronouncing their stories and had some problems with the stress of some words. Most students made errors in pronouncing words; that was something that impeded their communication and comprehension in performance. Then, positive outcomes were attained after applying stress patterns. When speaking, students are taught to emphasize words and phrases, sounding animated and simple to hold. Indeed, students learned to identify the stress patterns for nouns and adjectives of two-syllable stress, increased new vocabulary, and concentrated their speech with good pronunciation through several repetitions.

3.5. Discussion

The main goal of this research was to analyze the use of the Picture Cued storytelling technique to improve students' pronunciation of the second level from Instituto Superior Tecnológico "17 de Julio". Therefore, gathered information from the surveys, pre-test, post-test, and observation sheet was analyzed to triangulate them with the interviews and theoretical framework. Consequently, the main outcomes obtained have been the followings:

The results of the survey indicate that one of the significant findings concerns the position given by students to the regular practice of speaking skills in the English language. They responded that this practice is most important. Concerning the data obtained throughout the observations, it is confirmed that there was increasing progress made in their speaking skills, denoting a few smooth speeches with little hesitation and some confidence, and trying to make words sound clear. The scores obtained from the pre-and post-tests enabled the identification of representative improvements in pronunciation that distinctly alter speaking. In interviews, teachers considered that the ability to speak English will help students secure a better job or a job guarantee. If a student has a high level, they may be eligible for scholarships, study abroad, and have access to information, technology, and a large body of English-language literature. Parupalli (2019) emphasizes that the ability to communicate effectively is

crucial in today's society, and success in one's chosen sector depends on one's ability to do so. Speaking is therefore the most crucial language ability out of the four to effectively communicate in today's globalized society.

Talking about the students' pronunciation problems faced when English speaking, students recognized that the main problems are the lack of practice and knowledge of correct word pronunciation. According to the information gathered from the observations, it is apparent that they had some problems with stress in certain words, with some errors in pronunciation affecting the communication. In concordance with this, teachers' answers concluded that it is really important a constant pronunciation practice due to it affects speaking skills as well as communication in a second language. Any progress in English pronunciation can be seen with adequate feedback and reflection on the possible mistakes and correcting them at that time. In that way, Mamun (2016) agrees that correct pronunciation is frequently observed to be difficult when the target language is second or foreign. The challenges brought on by the disparities between the first and target languages and/or the interference of the mother tongue are natural and can only be properly addressed in the educational approach that specifically addresses linguistic factors.

Additionally, in the present research, regarding the visual aids their teacher uses from the book, the students confirmed that graphical aids are often employed to help their pronunciation. Likewise, as long as the students took part in the study, progress in their pronunciation was proven with the observation sheet by using the sequenced pictures as visual resources. The results of the pre-and post-tests allowed for the identification of the students' limited control of phonological features and frequently unintelligible pronunciation in the pre-tests, whereas the post-tests revealed a significant improvement regardless of intelligibility and regulation of speech sounds in pronunciation. From the results of interviews, teachers believe that the visual aids in the English textbook support the students' practice of pronouncing words correctly, offering them enough resources and essentially trying to cover all the skills necessary for the students to practice and develop fluency. Besides, they recognized that both the teachers and they needed to improve their English. Thus, Brown (2004) believes that one of the more prominent methods to elicit oral language performance is the use of visual aids or pictures in activities, and a word or a phrase may be evoked by a picture that is very simple or more complex.

The importance and necessity of creating a booklet with templates based on the Picture Cued tale-telling technique that facilitates the development of pronunciation can be observed after the material gathered has been analyzed. Teachers today must meet students' needs for improved speaking sub-skills to carry out better language teaching and learning. Therefore, it would be advantageous to offer a thorough booklet with the most inspiring and appealing templates with organized images to use the technique that supports pronunciation practice and evaluation.

CHAPTER IV

THE PROPOSAL

4.1. Proposal Title

PICTURE CUED TEMPLATES TO TELL STORIES FOR IMPROVING ENGLISH PRONUNCIATION

4.2. Introduction

This booklet is based mainly on the Direct Method where learners just follow a model for a native speech by listening and then imitating the modeler who can be the English teacher. Additionally, it is important to mention that the main aim of this material takes as a basis the Communicative Approach as well because, in the teaching of a language, it is necessary to improve the different skills that are part of a language that altogether make communication easier. For that reason, this booklet focuses on one of those language skills which is speaking and especially in the sub-skill of pronunciation. Consequently, this material has been designed to be an aid for the teacher that needs to focus on improving the pronunciation of the language, particularly from each minimal unit used in communication, and knowing that the correct stress in words also lets both the speaker and the listener a better comprehension of the communication process.

4.3. Justification

In the English teaching and learning process, students and teachers face the usual problems with their learning. The little attention to sub-skills of a second language influences those problems, among others. One principal skill that the majority of students struggle with is speaking. This skill can be an ability easier to deal with if aspects like pronunciation are improved.

In such a case, it prompted the need to provide a resource focused on pronunciation improvement in the form of a booklet. This material includes templates with pictures and vocabulary that pretend to be a support for teachers who often seek ways to practice and evaluate pronunciation through common vocabulary at the A2 standard.

On the one hand, illustrations have become transcendental with the invention of television and much more with the internet. Browsers have attracted the user's attention with a great range of images. Therefore, the templates include pictures to make it easier to relate the new vocabulary and their pronunciation.

On the other hand, the terms detailed in the templates try to cover the vocabulary knowledge, nouns, and adjectives of two-syllables according to the topics studied at the same level, and that line up with the Common European Framework of Reference.

For this reason, the booklet is based on a technique that involves sequenced pictures that let the learner link the knowledge with visual resources to make learning and communication between learners more meaningful. The booklet aims to be part of the teachers' resources as material to assess speaking and precisely pronunciation.

4.4. Theoretical Foundation

4.4.1. Picture Cued story telling technique

The use of pictures in language teaching is an attractive medium to provide some stimulus focusing on students' attention. "One of the common strategies for eliciting speech production is through visual pictures, photographs, diagrams, and charts" (Bakhtiyorjon, 2021, p. 48). Brown (2004) stated that this strategy consists of "the set of identical sets of numbered pictures, each minimally distinct from others by one or two factors" (p. 180).

4.4.2. Speaking skill

Speaking is an ability that enables students to communicate verbally with others fluently and effectively. Hamad (2013) points out that speaking is the first product of any language, and it is the only ability that requires practice with a partner. According to Kumar & Singh, speaking requires the simultaneous utilization of multiple cognitive, bodily, and sociocultural processes a speaker's knowledge and skills are stimulated quickly in real-time (2021).

4.4.3. Pronunciation sub-skill

Pronunciation is a crucial sub-skill. Then, knowing how to express a sound or word is essential in English. Pronunciation las other sub-skills, and principal skills are receiving

increased attention in ESL classes. Farmand & Pourgharib (2013) emphasize that pronunciation relates to how a word is said. Particularly in a way that is recognized, entails paying attention to specific sounds of a language and different aspects of speech such as stress, intonation, vowel, consonants, rhythm and voice, and voiceless of distinct sounds. (as cited in Shabani & Ghasemian, 2017).

4.5. Objectives

4.5.1. General Objective

Reinforce English pronunciation through picture-cued templates in second-level students at Instituto Superior Tecnológico 17 de Julio.

4.5.2. Specific Objectives

- Design sequenced pictures related to selected nouns and adjectives of two-syllables according to the essential topics that students of the A2 level will be able to use.
- Encourage the aspects of pronunciation like stress by including recordings of each term.
- Incite creativity and speaking skills to build stories using the vocabulary through suggested tales samples with respective audio.

4.6. Development

The use of pictures can link the learning of new vocabulary, especially a constant repetition of the words with their pronunciation; both practices can promote the correct pronunciation. In that way, the proposal aims mainly to improve pronunciation, productive skills like speaking, and at the same time, listening abilities. The suggested technique can be modified to fit the various learning rhythms and students' learning styles, encouraging active participation, teamwork, and collaborative work to promote rational critical thinking of the speaking context in classroom applications and that the students put into practice outside of the classroom.

Picture Cued Templates
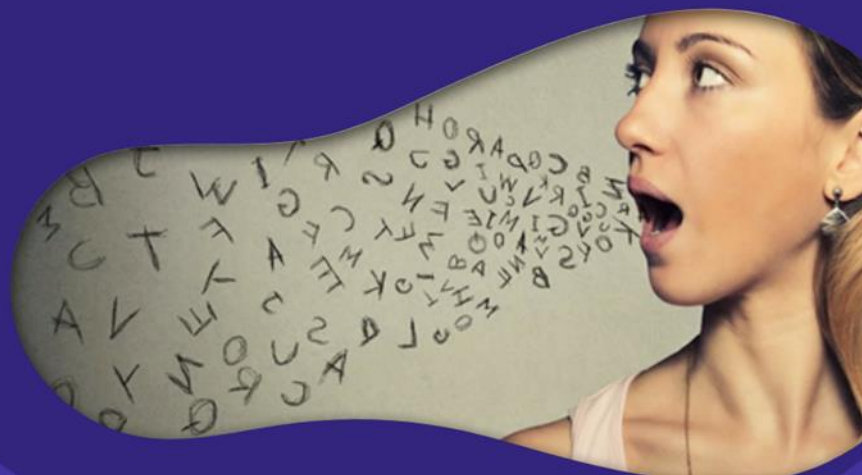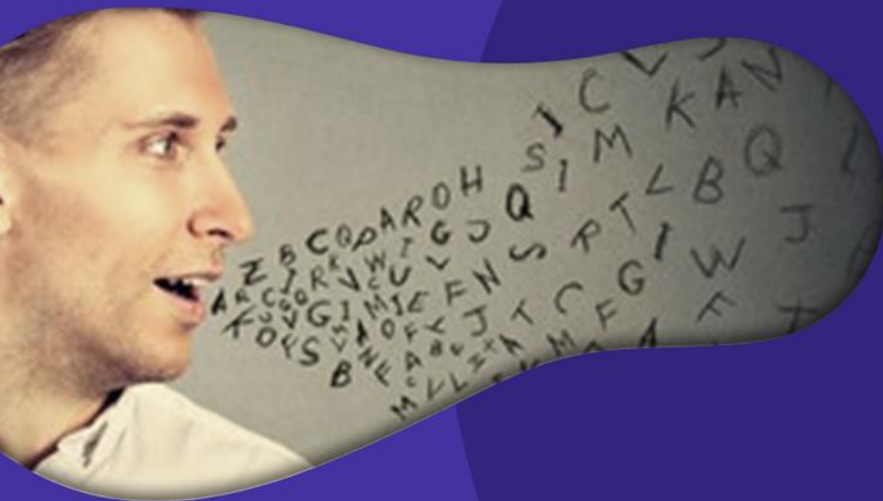
TO TELL STORIES FOR IMPROVING

ENGLISH PRONUNCIATION

A2 LEVEL

Syllable **STRESS**

2 syllables

Teacher's Booklet

PICTURE CUED TEMPLATES TO TELL STORIES FOR IMPROVING ENGLISH PRONUNCIATION

Presentation

The activities contained within this booklet include six (06) Picture Cued templates with a basic vocabulary of two-syllables, nouns, and adjectives, and their respective pronunciation; some story samples with audio are included in the booklet to guide both teacher and students. On the other side, all the templates were designed according to the student's preferences with respect to hobbies and free-time activities and were approved by the researcher considering the topics met their expectations and were appropriate for CEFR Level A2 students.

The booklet is divided into two main topics: free time and hobbies. The topics deal with some common 21st-century hobbies and free time activities. The material is designed with useful information, and a procedure step by step to carry out the activities successfully. Furthermore, it includes the audio links of the new vocabulary and samples of the stories with their respective audio as well. The English audio used is American English.

Additional to this, the phonetic transcription to guide the teacher about the stories' sample pronunciation is presented. Besides, it includes the link to a converter of text to IPA phonetic transcription that will translate your text using the International Phonetic Alphabet.

HOBBIES

🎯 Objective:

Tell a short story using words related to the gym's vocabulary to recognize the stressful syllable in the new terms.

Vocabulary

* training
* trainer
* muscles
* workout
* dumbbells
* deadlift
* rowing machine

🔧 Materials:

computer, projector, template, dictionary, sheet of paper, pen, pencil, eraser

📝 Grammar focus:

Simple past, past perfect, past progressive

AT THE GYM

Template Nº1. At the gym

Template aims. Read the template title and the template aims aloud. Tell Ss to listen and read along.

Introduce the new vocabulary. Tell Ss to look at the words from the sticky note. Say, "training, trainer, muscles, workout, dumbbells, deadlift, rowing machine". Ask Ss to look at the new words. Read them aloud, and have Ss repeat.

Write on the board:

> * training   * trainer   * muscles   * workout
> * dumbbells   * deadlift   * rowing machine

Ask, "What are the meaning and grammatical category of each word?" As Ss answer, write the capital letter of the grammatical category in front of each word.

> * training N   * trainer N

Ask Ss to find the translation of the words and write them down with the grammatical category aside from them.

> training = entrenamiento, noun
> trainer = entrenador, noun

Play the recording. Play the audio about words' pronunciation while pointing to each word. 🎧 A1a. https://youtu.be/AGEXRYI9-Bs. Tell Ss to listen and repeat along. Pause the recording after each word is pronounced.

Repeat the pronunciation of each word as many times as possible.

Then, have the Ss practice the words' pronunciation. As Ss repeat the pronunciation, ask them to identify the stressful syllable in each word.

Focus on the pictures. Ask Ss to look at the pictures. Say, "Identify the main features of each picture on the template" Ask Ss: "What do you see in picture 1?" [A man is outside of the gym.]. Make Ss the same question for each picture.

Previewing the task. Read the story's sample aloud about the pictures and ask Ss to pay attention to it and the vocabulary practiced before.

Play the recording. Play the audio about the story's sample.

🎧**A1b** https://youtu.be/8rM3SHUY96s Repeat the recording to Ss recognize the words practiced before.

Do the task. Have SS to write their own short stories with the new vocabulary. Suggest that Ss check the pronunciation of the words employed in the stories.

Try it out. Tell Ss to practice the stories in pairs or small groups, and emphasizing the two syllable words from the vocabulary.

Pronunciation assessment. Now, tell SS to read the stories to assess their pronunciation. Score the student's pronunciation with the A2 Level assessment scale for pronunciation. Page 30

Extra material

- 👁 Story's sample & phonetic transcription. Page 27
- 💻 For more vocabulary, visit the website: **British Council. Premier Skills English.** Link: https://cutt.ly/UCzOIoy

Suggestion

- 👍 Students can change the genre of the pictures to create the story.

TEMPLATE N° 1

✏️ Create a short story linking the sequenced pictures. You must use the words from the sticky note.

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🎯 **Objective:**
Tell a short story using words related to the gym's vocabulary to recognize the stressful syllable in the new terms.

* training   * trainer
* muscles   * workout
* dumbbells   * deadlift
* rowing machine

🎯 Objective:

Tell a short story using words related to soccer's vocabulary to recognize the stressful syllable in the new terms.

Vocabulary

player   trophy
whistle   stoppage
medal   scoreboard
striker   soccer

🔧 Materials:

computer, projector, template, dictionary, sheet of paper, pen, pencil, eraser

📧 Grammar focus:

Simple past, past perfect, past progressive

THE

SOCCER GAME

Template N°2. **The soccer game.**

Template aims. Read the template title and the template aims aloud. Tell Ss to listen and read along.

Introduce the new vocabulary. Tell Ss to look at the words from the sticky note. Say, "player, trophy, whistle, stoppage, medal, scoreboard, striker, soccer". Ask Ss to look at the new words. Read them aloud, and have Ss repeat.

Write on the board:

* player   * trophy   * whistle

* stoppage   * medal   * scoreboard

 * striker   * soccer

Ask, "What are the meaning and grammatical category of each word?" As Ss answer, write the capital letter of the grammatical category in front of each word.

* player N   * trophy N

Ask Ss to find the translation of the words and write them down with the grammatical category aside from them.

player = jugador, noun

trophy = trofeo, noun

Play the recording. Play the audio about words' pronunciation while pointing to each word. 🎧 **B1a**. https://youtu.be/Lv5jeZH0tUs Tell Ss to listen and repeat along. Pause the recording after each word is pronounced.

Repeat the pronunciation of each word as many times as possible.

Then, have the Ss practice the words' pronunciation. As Ss repeat the pronunciation, ask them to identify the stressful syllable in each word.

Focus on the pictures. Ask Ss to look at the pictures. Say, "Identify the main features of each picture on the template" Ask Ss: "What do you see in picture 1?" [Some football players are in the pitch.]. Make Ss the same question for each picture.

Previewing the task. Read the story's sample aloud about the pictures and ask Ss to pay attention to it and the vocabulary practiced before.

Play the recording. Play the audio about the story's sample.

🎧 **B1b** https://youtu.be/bG56WizUXL0 . Repeat the recording to Ss recognize the words practiced before.

Do the task. Have SS to write their own short stories with the new vocabulary. Suggest that Ss check the pronunciation of the words employed in the stories.

Try it out. Tell Ss to practice the stories in pairs or small groups, and emphasizing the two syllable words from the vocabulary.

Pronunciation assessment. Now, tell SS to read the stories to assess their pronunciation. Score the student's pronunciation with the A2 Level assessment scale for pronunciation.

Extra material

- 👁 Story's sample & phonetic transcription .
- 💻 For more vocabulary, visit the website: **Woodward English** Link: https://cutt.ly/8CzDwDm

Suggestion

👍 Students can choose their favorite soccer team and striker to create the story.

TEMPLATE N° 2

✏️ Create a short story linking the sequenced pictures. You must use the words from the sticky note.

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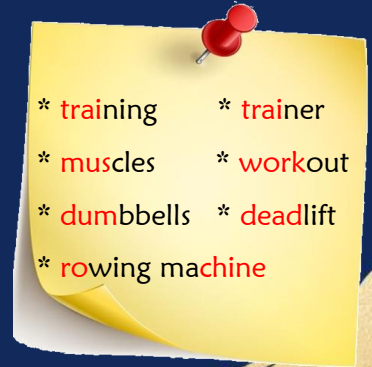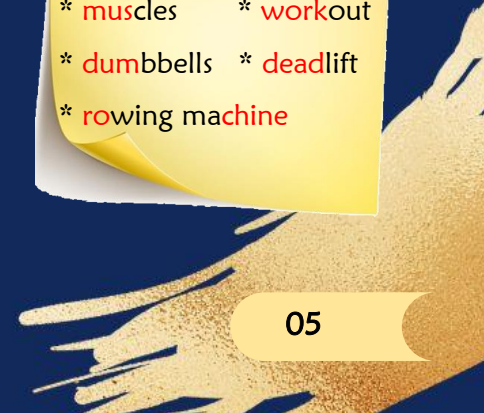......................................
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🎯 **Objective:**

Tell a short story using words related to soccer's vocabulary to recognize the stressful syllable in the new terms.

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player   trophy
whistle   stoppage
medal   scoreboard
striker   soccer

🎯 **Objective:**

Tell a short story using words related to playing the guitar's vocabulary to recognize the stressful syllable in the new terms.

Vocabulary

guitar   antique

tunings   tuner

headstock strumming

body   potent

🔧 **Materials:**

computer, projector, template, dictionary,

sheet of paper, pen, pencil, eraser

📑 **Grammar focus:**

Simple past, past perfect, past progressive

THE
ANTIQUE
GUITAR

Template Nº3. **The antique guitar.**

Template aims. Read the template title and the template aims aloud. Tell Ss to listen and read along.

Introduce the new vocabulary. Tell Ss to look at the words from the sticky note. Say, "guitar, antique, tunings, tuner, headstock, strumming, body, potent". Ask Ss to look at the new words. Read them aloud, and have Ss repeat.

Write on the board:

* guitar   * antique   * tunings

* tuner   * headstock   * strumming

* body   * potent

Ask, "What are the meaning and grammatical category of each word?" As Ss answer, write the capital letter of the grammatical category in front of each word.

* guitar N   * antique Adj.

Ask Ss to find the translation of the words and write them down with the grammatical category aside from them.

guitar = guitarra, noun

antique = clásico, a, adjective

Play the recording. Play the audio about words' pronunciation while pointing to each word. 🎧 **C1a.** https://youtu.be/XBhIDr0TWPw Tell Ss to listen and repeat along. Pause the recording after each word is pronounced.

Repeat the pronunciation of each word as many times as possible.

Then, have the Ss practice the words' pronunciation. As Ss repeat the pronunciation, ask them to identify the stressful syllable in each word.

Focus on the pictures. Ask Ss to look at the pictures. Say, "Identify the main features of each picture on the template" Ask Ss: "What do you see in picture 1?" [A guy is talking to his grandfather.] Make Ss the same question for each picture.

Previewing the task. Read the story's sample aloud about the pictures and ask Ss to pay attention to it and the vocabulary practiced before.

Play the recording. Play the audio about the story's sample.

🎧 **C1b** https://youtu.be/WmN34YB7Uqc Repeat the recording to Ss recognize the words practiced before.

Do the task. Have SS to write their own short stories with the new vocabulary. Suggest that Ss check the pronunciation of the words employed in the stories.

Try it out. Tell Ss to practice the stories in pairs or small groups, and emphasizing the two syllable words from the vocabulary.

Pronunciation assessment. Now, tell SS to read the stories to assess their pronunciation. Score the student's pronunciation with the A2 Level assessment scale for pronunciation. Page 30

Extra material

👁 Story's sample & phonetic transcription. Page 28

💻 For more vocabulary, visit the website: **Take Lessons Live Link:**
https://cutt.ly/mCzFfDM

Suggestion

👆 Students can choose the names of the characters to create the story.

The antique guitar

✏️ Create a short story linking the sequenced pictures. You must use the words from the sticky note.
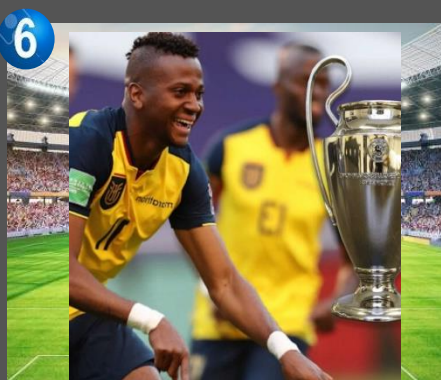
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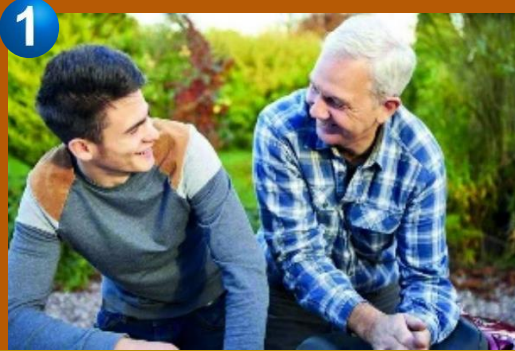
🎯 **Objective:**
Tell a short story using words related to playing the guitar's vocabulary to recognize the stressful syllable in the new terms.

guitar   antique
tunings   tuner
headstock   strumming
body   potent

⌖ Objective:

Tell a short story using words related to video game's vocabulary to recognize the stressful syllable in the new terms.

Vocabulary

teammate   shooting
platform   sniper
mission   newbie
power   weapon

🔧 Materials:

computer, projector, template, dictionary, sheet of paper, pen, pencil, eraser

⊞ Grammar focus:

Simple past, past perfect, past progressive

MY FAVORITE
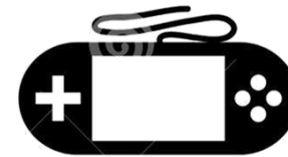
VIDEO GAME

Template N°4. My favorite video game.

Template aims. Read the template title and the template aims aloud. Tell Ss to listen and read along.

Introduce the new vocabulary. Tell Ss to look at the words from the sticky note. Say, "teammate, shooting, platform, sniper, mission, newbie, power, weapon". Ask Ss to look at the new words. Read them aloud, and have Ss repeat.

Write on the board:

>   * teammate   * shooting   * platform
>   * sniper   * mission   * newbie
>   * power   * weapon

Ask, "What are the meaning and grammatical category of each word?" As Ss answer, write the capital letter of the grammatical category in front of each word.

>   * teammate N   * shooting N

Ask Ss to find the translation of the words and write them down with the grammatical category aside from them.

>   teammate = compañero de equipo, noun
>   shooting = disparo, tiro, noun

Play the recording. Play the audio about words' pronunciation while pointing to each word. 🎧 **D1a.** https://youtu.be/FTNWhV17xMc Tell Ss to listen and repeat along. Pause the recording after each word is pronounced.

Repeat the pronunciation of each word as many times as possible.

Then, have the Ss practice the words' pronunciation. As Ss repeat the pronunciation, ask them to identify the stressful syllable in each word.

Focus on the pictures. Ask Ss to look at the pictures. Say, "Identify the main features of each picture on the template" Ask Ss: "What do you see in picture 1?" [There are two guys playing a video game.] Make Ss the same question for each picture.

Previewing the task. Read the story's sample aloud about the pictures and ask Ss to pay attention to it and the vocabulary practiced before.

Play the recording. Play the audio about the story's sample.

🎧 **D1b** https://cutt.ly/KCbd1gB Repeat the recording to Ss recognize the words practiced before.

Do the task. Have SS to write their own short stories with the new vocabulary. Suggest that Ss check the pronunciation of the words employed in the stories.

Try it out. Tell Ss to practice the stories in pairs or small groups, and emphasizing the two syllable words from the vocabulary.

Pronunciation assessment. Now, tell SS to read the stories to assess their pronunciation. Score the student's pronunciation with the A2 Level assessment scale for pronunciation. Page 30

Extra material

- 👁 Story's sample Page 28 & phonetic transcription Page 29.
- 💻 For more vocabulary, visit the website: **Real English for gamers**
  Link: https://cutt.ly/GCzFZEB

Suggestion

- 👍 Students can choose their favorite video game to create the story.

TEMPLATE N° 4

✏️ Create a short story linking the sequenced pictures. You must use the words from the sticky note.

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🎯 **Objective:**

Tell a short story using words related to video game's vocabulary to recognize the stressful syllable in the new terms.

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teammate   shooter

platform   sniper

mission   newbie

farming   weapon

⊙ **Objective:**

Tell a short story using words related to social network's vocabulary to recognize the stressful syllable in the new terms.

social   network

pages   follower

photo   status

button   messages

Vocabulary

🔧 **Materials:**

computer, projector, template, dictionary, sheet of paper, pen, pencil, eraser

MY

FACEBOOK'S FRIEND

✎ **Grammar focus:**

Simple past, past perfect, past progressive

Template N°5. My Facebook's friend.

Template aims. Read the template title and the template aims aloud. Tell Ss to listen and read along.

Introduce the new vocabulary. Tell Ss to look at the words from the sticky note. Say, "social, network, pages, follower, photo, status, button, messages". Ask Ss to look at the new words. Read them aloud, and have Ss repeat.

Write on the board:

* social   * network

* pages   * follower

* photo   * status

* button * messages

Ask, "What are the meaning and grammatical category of each word?" As Ss answer, write the capital letter of the grammatical category in front of each word.

* social *Adj.*   * * network *N*

Ask Ss to find the translation of the words and write them down with the grammatical category aside from them.

social = social *adjective*

network = red *noun*

Play the recording. Play the audio about words' pronunciation while pointing to each word. 🎧 **E1a.** https://youtu.be/KawFn-pLv8Q Tell Ss to listen and repeat along. Pause the recording after each word is pronounced.

Repeat the pronunciation of each word as many times as possible.

Then, have the Ss practice the words' pronunciation. As Ss repeat the pronunciation, ask them to identify the stressful syllable in each word.

20

Focus on the pictures. Ask Ss to look at the pictures. Say, "Identify the main features of each picture on the template" Ask Ss: "What do you see in picture 1?" [Two guys are friends in Facebook.] Make Ss the same question for each picture.

Previewing the task. Read the story's sample aloud about the pictures and ask Ss to pay attention to it and the vocabulary practiced before.

Play the recording. Play the audio about the story's sample.

🎧 **E1b** https://youtu.be/4qxypa61VGU Repeat the recording to Ss recognize the words practiced before.

Do the task. Have SS to write their own short stories with the new vocabulary. Suggest that Ss check the pronunciation of the words employed in the stories.

Try it out. Tell Ss to practice the stories in pairs or small groups, and emphasizing the two syllable words from the vocabulary.

Pronunciation assessment. Now, tell SS to read the stories to assess their pronunciation. Score the student's pronunciation with the A2 Level assessment scale for pronunciation. Page 30

Extra material

- 👁 Story's sample & phonetic transcription. Page 29
- 💻 For more vocabulary, visit the website: **TechBoomers**
    Link: https://cutt.ly/JCvRZCQ

Suggestion

👍 Students can use their favorite social network and pages, to create the story.

TEMPLATE N° 5

✏️ Create a short story linking the sequenced pictures. You must use the words from the sticky note.

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https://www.facebook.com/zuck?and=randi

Search for people, places and things

Luis Gualcata and Pedro Ruales

Networks: Harvard
Living in Palo Alto, California
Grew up in Dobbs Ferry, New York

ABOUT

2

Luis Gualcata

Posts About Friends Photos Videos

Likes
All Likes Sports Teams

Pedro Ruales

Posts About Friends Photos Videos

Likes
All Likes Sports Teams

LEARN ENGLISH FREE

3

Gaming
Streamers You Follow
Nintendo Switch
Overwatch

My games
Add a game to My games to create a shortcut for it

See all

Gaming
Streamers You Follow
PlayStation

My games

See all

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4

Luis Gualcata   1:55 PM

Howdy!

What's up? Having a good weekend?

Totally! How about you?

Good so far! Now I just have to convince myself to mow the lawn...

Oh, bother

Type a message...

5

Posts   Filters   Manage po
List view   Grid view

Pedro Ruales
Just now

Marketplace

Posts   Filters   Manage po
List view   Grid view

Luis Gualac. is feeling blessed.
Just now

I only want my close friends to know this!

Like   Comment   Share

Write a comment...
Press Enter to post.

6

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🎯 Objective:

Tell a short story using words related to social network's vocabulary to recognize the stressful syllable in the new terms.

social   network
pages   follower
photo   status
button   messages

22

🎯 **Objective:**

Tell a short story using words related to browse on YouTube to recognize the stressful syllable in the new terms.

Vocabulary

desktop   comment

movies   website

online   playlist

🔧 **Materials:**

computer, projector, template, dictionary,

sheet of paper, pen, pencil, eraser

📝 **Grammar focus:**

Simple preset/past, past perfect, past progressive

WATCHING

VIDEOS

Template N°6. My Facebook's friend.

Template aims. Read the template title and the template aims aloud. Tell Ss to listen and read along.

Introduce the new vocabulary. Tell Ss to look at the words from the sticky note. Say, "desktop, comment, movies, website, online, playlist, viral, channel". Ask Ss to look at the new words. Read them aloud, and have Ss repeat.

Write on the board:

* desktop   * comment

* movies   * website

* online   * playlist

* viral   * channel

Ask, "What are the meaning and grammatical category of each word?" As Ss answer, write the capital letter of the grammatical category in front of each word.

* desktop N.   * comment N

Ask Ss to find the translation of the words and write them down with the grammatical category aside from them.

desktop = computador noun

comment = red noun

Play the recording. Play the audio about words' pronunciation while pointing to each word. 🎧 **F1a.** https://youtu.be/2xSNoyh4_k4 Tell Ss to listen and repeat along. Pause the recording after each word is pronounced.

Repeat the pronunciation of each word as many times as possible.

Then, have the Ss practice the words' pronunciation. As Ss repeat the pronunciation, ask them to identify the stressful syllable in each word.

24

Focus on the pictures. Ask Ss to look at the pictures. Say, "Identify the main features of each picture on the template" Ask Ss: "What do you see in picture 1?" [A guy is surfing the Internet.] Make Ss the same question for each picture.

Previewing the task. Read the story's sample aloud about the pictures and ask Ss to pay attention to it and the vocabulary practiced before.

Play the recording. Play the audio about the story's sample.

🎧 **F1b** https://youtu.be/3tF3EhOLw4s Repeat the recording to Ss recognize the words practiced before.

Do the task. Have SS to write their own short stories with the new vocabulary. Suggest that Ss check the pronunciation of the words employed in the stories.

Try it out. Tell Ss to practice the stories in pairs or small groups, and emphasizing the two syllable words from the vocabulary.

Pronunciation assessment. Now, tell SS to read the stories to assess their pronunciation. Score the student's pronunciation with the A2 Level assessment scale for pronunciation. Page 30

Extra material

👁 Story's sample Page 29 & phonetic transcription Page 30.

💻 For more vocabulary, visit the website: **YouTube Video Ideas**

Link: https://cutt.ly/sCvjwhh

Suggestion

👍 Students can choose their favorite website to create the story.

TEMPLATE N ° 6

✏️ Create a short story linking the sequenced pictures. You must use the words from the sticky note.

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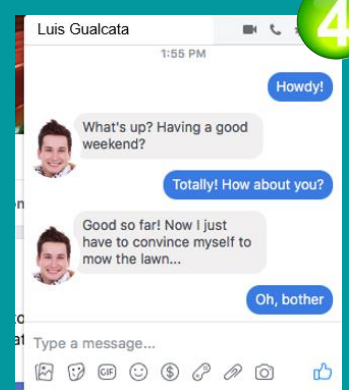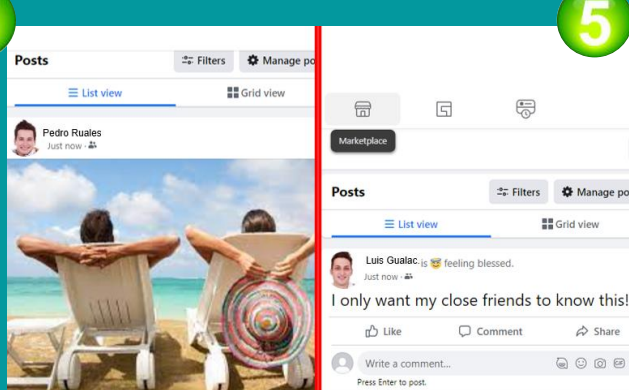

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Add to...
- [ ] Watch later
- [x] Christmas
- [ ] Favorites
- [ ] art
- [ ] music
+ Create new playlist

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🎯 Objective:
Tell a short story using words related to browse on YouTube to recognize the stressful syllable in the new terms.

4

Subscribe

5

#fastandfurious #f9 #fanmovie
Fast and Furious 9 Full Fan M
10.3 👍 50.034 👎 NO ME GUSTA
FullHDvideos4me ✔
1,16 M de suscriptores

6

Comments ≡ SORT BY
I love the movie ❤️ ❤️ ❤️ ❤️

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desktop   **com**ment

movies   **web**site

online   **play**list

SAMPLES AND PHONETIC TRANSCRIPTIONS

Check the IPA phonetic transcription to learn more about the whole pronunciation of the stories.

To convert more text into phonetic transcription, visit the website "toPhonetics."

https://tophonetics.com/

HOBBIES

Sample of the story: At the gym:

Five months ago, I started my training at the gym. My trainer always told me I had to work harder to build my muscles. Every day I had to complete a complete workout routine. Every day I had to do exercises on a rowing machine. I had to lift dumbbells to make my arms stronger. When I started with the deadlift, it was the hardest thing I had to do.

Phonetic transcription of the story: At the gym:

faɪv mʌnθs əˈgoʊ, aɪ ˈstɑrtəd maɪ ˈtreɪnɪŋ æt ðə dʒɪm. maɪ ˈtreɪnər ˈɔl ˌweɪz toʊld mi aɪ hæd tu wɜrk ˈhɑrdər tu bɪld maɪ ˈmʌsəlz. ˈɛvəri deɪ aɪ hæd tu kəmˈplit ə kəmˈplit ˈwɜrˌkaʊt ruˈtin. ˈɛvəri deɪ aɪ hæd tu du ˈɛksərˌsaɪzəz ɑn ə ˈroʊɪŋ məˈʃin. aɪ hæd tu lɪft ˈdʌmˌbɛlz tu meɪk m aɪ ɑrmz ˈstrɔŋər. wɛn aɪ ˈstɑrtəd wɪð ðə dɛdlɪft, ɪt wʌz ðə ˈhɑrdəst θɪŋ aɪ hæd tu du.

Sample of the story: The soccer game

Last month, I played with my soccer team in the local stadium. I was the star striker during the game and wanted to win a medal. We were winning the game. But the match was about to complete. The referee gave a stoppage time due to a player injury in the second half. All the fans were very anxious because they watched the left time on the scoreboard. When the referee blew the whistle, we won the game and a large trophy too.

Phonetic transcription of the story: The soccer game

læst mʌnθ, aɪ pleɪd <u>wɪð</u> maɪ ˈsɑkər tim ɪn ðə ˈloʊkəl ˈsteɪdiəm. aɪ <u>wʌz</u> ðə star ˈstraɪkər <u>ˈdʊrɪ</u> <u>ŋ</u> ðə geɪm ænd <u>ˈwɑntəd</u> tu wɪn ə ˈmɛdəl. wi wɜr ˈwɪnɪŋ ðə geɪm. bʌt ðə mætʃ <u>wʌz</u> əˈbaʊt tu kəmˈplit. ðə ˌrɛfəˈri geɪv ə ˈstɑpɪdʒ taɪm <u>du</u> tu ə ˈpleɪər ˈɪndʒəri ɪn ðə ˈsɛkənd hæf. ɔl ðə fæn z wɜr ˈvɛri <u>ˈæŋkʃəs</u> <u>bɪˈkɔz</u> ðeɪ <u>wɑtʃt</u> ðə lɛft taɪm <u>an</u> ðə ˈskɔrˌbɔrd. wɛn ðə ˌrɛfəˈri blu ðə ˈwɪsəl

Sample of the story: The antique guitar

One day, my father told me that he was a great gui**tar**ist. Then, I started looking for his old gui**tar** in the attic. The gui**tar** was an an**tique** instrument with nylon strings. I had to use my **tu**ner because the gui**tar** was out of tune. Even though the guitar **head**stock had some damage on either side, its condition was good. After some **tu**ning, the guitar sounded very good. I was strumming for a while, and the guitar sound was really **po**tent.

Phonetic transcription of the story: The antique guitar

wʌn deɪ, maɪ ˈfɑðər toʊld mi ðæt hi <u>wʌz</u> ə greɪt ˌgɪˈtarɪst. ðɛn, aɪ <u>ˈstartəd</u> ˈlʊkɪŋ fɔr hɪz oʊld gɪˈtar ɪn ði ˈætɪk. ðə gɪˈtar <u>wʌz</u> ən ænˈtik ˈɪnstrəmənt <u>wɪð</u> ˈnaɪˌlɑn strɪŋz. aɪ hæd tu <u>juz</u> maɪ ˈtunər <u>bɪˈkɔz</u> ðə gɪˈtar <u>wʌz</u> aʊt ʌv tun. ˈivɪn ðoʊ ðə gɪˈtar headstock hæd sʌm <u>ˈdæmədʒ</u> <u>an</u> <u>ˈi</u> <u>ðər</u> saɪd, ɪts kənˈdɪʃən <u>wʌz</u> <u>gʊd</u>. ˈæftər sʌm ˈtunɪŋ, ðə gɪˈtar <u>ˈsaʊndəd</u> ˈvɛri <u>gʊd</u>. aɪ <u>wʌz</u> ˈstrʌ

FREE TIME

Sample of the story: My favorite video game

When Luis was a **new**bie, he did not know what **plat**form to use to play his favorite game, "Fortnite-" But now, Luis has learned to play this video game with his best friend, Pedro. Pedro is his **team**mate in the game, too. Sometimes, Luis liked to be the **sni**per in some games and win every **mi**ssion. But in "Fortnite," he liked to be a great **shoo**ter and the idea of

Phonetic transcription of the story: My favorite video game

wɛn luˈis <u>wʌz</u> ə ˈnuˌbi, hi dɪd nɑt noʊ wʌt ˈplætˌfɔrm tu <u>juz</u> tu pleɪ hɪz <u>ˈfeɪvərɪt</u> geɪm Fortnite.

bʌt naʊ, luˈis hæz <u>lɜrnd</u> tu pleɪ ðɪs ˈvɪdioʊ geɪm <u>wɪð</u> hɪz bɛst frɛnd ˈpeɪdroʊ. ˈpeɪdroʊ ɪz hɪz

ˈtiˌmeɪt ɪn ðə geɪm, tu. <u>səmˈtaɪmz</u>, luˈis laɪkt tu bi ðə ˈsnaɪpər ɪn sʌm geɪmz ænd wɪn <u>ˈɛvəri</u>

ˈmɪʃən. bʌt ɪn "Fortnite", hi laɪkt tu bi ə greɪt ˈʃutər ænd ði aɪˈdiə ʌv ˈfɑrmɪŋ baɪ kəˈlɛktɪŋ

Sample of the story: My Facebook's friend

Luis and Pedro made friends through one of the social networks they used to use most, Facebook. They shared things in common in their profiles. But they had different preferences, such as in pages. For example, Luis was a follower of Nintendo Switch, whereas Pedro was of PlayStation. They used to send messages every day. One morning, Pedro posted a funny photo. Then, Luis updated his status; he was happy about it. In response, both friends clicked the "like" button on each other.

Phonetic transcription of the story: My Facebook's friend

luˈis ænd ˈpeɪdroʊ meɪd frɛndz θru wʌn ʌv ðə ˈsoʊʃəl ˈnɛˌtwɜrks ðeɪ <u>juzd</u> tu <u>juz</u> moʊst, Face

book. ðeɪ ʃɛrd θɪŋz ɪn ˈkɑmən ɪn ðɛr ˈproʊˌfaɪlz. bʌt ðeɪ hæd <u>ˈdɪfərənt ˈprɛfərənsɪz</u>, sʌtʃ æz ɪ

n <u>ˈpeɪdʒəz</u>. fɔr ɪgˈzæmpəl, luˈis <u>wʌz</u> ə ˈfɑloʊər ʌv nɪnˈtɛndoʊ swɪtʃ, wɛˈræz ˈpeɪdroʊ <u>wʌz</u> ʌv ˈ

pleɪˌsteɪʃən. ðeɪ <u>juzd</u> tu sɛnd <u>ˈmɛsədʒəz</u> <u>ˈɛvəri</u> deɪ. wʌn ˈmɔrnɪŋ, ˈpeɪdroʊ ˈpoʊstɪd ə ˈfʌni ˈf

oʊˌtoʊ. ðɛn, luˈis <u>əpˈdeɪtəd</u> hɪz <u>ˈstætəs</u>; hi <u>wʌz</u> ˈhæpi əˈbaʊt ɪt. ɪn rɪˈspɑns, boʊθ frɛndz klɪk

Sample of the story: Watching videos

Every day, Daniel turns on his desktop. He likes to surf online. The first website Daniel browses is YouTube. He enjoys watching movies. When Daniel finds a video and likes it a lot, Daniel adds it to his playlist. Aside from that, he subscribes to the channel after watching the video. Daniel realizes the video is pretty viral based on the number of subscribers and likes. Then, Daniel leaves a comment giving his opinion like others users.

Phonetic transcription of the story: Watching videos

ˈɛvəri deɪ, ˈdænjəl tɜrnz ɑn hɪz ˈdɛskˌtɑp. hi laɪks tu sɜrf ˈɔnˌlaɪn. ðə fɜrst ˈwɛbˌsaɪt ˈdænjəl ˈbraʊzɪz ɪz YouTube. hi ɛnˈdʒɔɪz ˈwɑtʃɪŋ ˈmuviz. wɛn ˈdænjəl faɪndz ə ˈvɪdioʊ ænd laɪks ɪt ə lɑt, ˈdænjəl ædz ɪt tu hɪz playlist. əˈsaɪd frʌm ðæt, hi səbˈskraɪbz tu ðə ˈtʃænəl ˈæftər ˈwɑtʃɪŋ ðə ˈvɪdioʊ. ˈdænjəl ˈriəˌlaɪzɪz ðə ˈvɪdioʊ ɪz ˈprɪti ˈvaɪrəl beɪst ɑn ðə ˈnʌmbər ʌv səbˈskraɪbərz ænd laɪks. ðɛn, ˈdænjəl livz ə ˈkɑmɛnt ˈgɪvɪŋ hɪz əˈpɪnjən laɪk ˈʌðərz ˈjuzərz.

RESOURCES

A2 Level assessment scale for pronunciation.

Student's Name:	
PRONUNCIATION	
Are the utterances mostly clear? Can the speaker be mostly understood?	
Good (4-5)	Not so good (1-3)
Does the speaker show limited control of intonation?	
Good (4-5)	Not so good (1-3)
Does the speaker show limited control of word and sentence stress?	
Good (4-5)	Not so good (1-3)
Are individual sounds mostly clear?	
Good (4-5)	Not so good (1-3)
Comments:	

Source: *Note.* Elaboration adapted from (UCLES, 2011, as cited in Paredes, 2018)

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4.7. Impacts

According to the situation or research topic, the impacts of the study project can be constructive or adverse. The three positive impacts that this proposal tends to generate are as follows:

- Academic Impact
- Social and Linguistic Impact

Impacts are possible consequences that might happen during the execution or implementation of a project. They are precise both qualitatively and quantitatively evaluated. For their assessment, it identifies the main impacts with their respective indicators on the following scale:

Table 11

Impact Levels Equivalence

Quanlitative measurement	Quantitative measurement
High positive impact	3
Medium positive impact	2
Low positive impact	2
Low negative impact	- 3
Medium negative impact	- 2
High negative impact	- 1

Source. Elaboration adapted from Posso, 2013 as cited in Mera, 2013, p. 193)

A numerical value assigns to each indicator to choose the impact levels quantitatively. It is crucial to use impact matrices and to keep looking into the outcomes.

Table 12

Academic Impact

Indicators	Impact Levels					
	- 3	- 2	- 1	1	2	3
Improve pronunciation using Picture Cued story telling technique						X
Including current topics according to the students' context and English level						X
The use of attractive pictures facilitates the student's English pronunciation						X
Assess pronunciation often improve the students speaking skills						X
Total					Σ	12

Σ / Number of indicators

12 / 4

3   **High positive impact**

Note. Researcher elaboration. *Source.* Adapted from Posso, 2013 as cited in (Mera, 2013)

Analysis

       All criteria that affect academic impact obtained the highest scores, indicating an educational impact was at a high positive impact level. It is noticeable from this that the proposal of a booklet enables the students to enhance their pronunciation using the presented technique. The booklet's templates feature up-to-date subjects related to CEFR A2 level and use eye-catching visuals aimed toward the students' pronunciation practice that let teachers evaluate the students' speech and, notably, pronunciation.

Table 13

Social and Linguistic impact

Indicators / Impact Levels	- 3	- 2	- 1	1	2	3
To produce clearer and livelier sounds						X
To speak with confidence						X
To establish a more fluent dialogue						X
To connect thoughts to relate itself with others using the English language						X
Total					Σ	12

Σ / Number of indicators

12 / 4

3   **High positive impact**

Note. Researcher elaboration. *Source.* Adapted from Posso, 2013 as cited in (Mera, 2013)

Analysis

The social and linguistic impacts influenced significant and positive on the research project because all the parameters affect and receive the highest marks. Consequently, the idea of a booklet encourages students to talk clearly and confidently to create a fluid conversation. Learning the English language can improve relationships with other people in society and professional settings. The partnership development with higher potential in education and labor can facilitate learning a second language. Therefore, the English language becomes a means of communication and offers a set of opportunities in different fields.

CONCLUSIONS

- The description of the Picture Cued Story Telling Technique as means to assess the students' pronunciation allowed the researcher to contribute essential information to the problem found: the bad pronunciation in the speaking skill in the second level students at Instituto Superior Tecnológico "17 de Julio" of the academic period May - October 2022. The theories, knowledge, and findings related to the investigated phenomenon supported the development of the study project focusing on offering clear foundations about the variables and a better comprehension for other researchers interested in topics concerned with English language learning, especially pronunciation.

- The study project has been led by a logical and coherent methodology focused on gathering relevant data to accomplish the established objectives. The research topic was new; therefore, the researcher tried to keep the features of the investigation, choosing adequate methods, instruments, and tools. The study topic has its characteristics, especially in design, because the researcher wanted to reach the general objective of analyzing the use of Picture Cued Story Telling Technique to improve pronunciation in second-level students, at Instituto Superior Tecnológico 17 de Julio.

- The information gathered from student surveys, teacher interviews, and observation sheets offered outstanding outcomes providing a new basis for future investigations. Among relevant data are those related to the survey reveals that students value English speaking and, in particular, pronunciation. They are often aware of problems with English pronunciation that affect their speaking abilities. While the interviews with teachers let the researcher reflect on the importance of teaching speaking skills in general rather than pronunciation (stress, intonation, rhythm) in detail. Visual aids are often used by teachers to improve the skills of students in English learning. Finally, the observation results let the researcher see the students' pronunciation progress, which determined the need for a moment in class to focus on their practice and assessment. Consequently, the use of sequenced pictures motivated students' abilities not only to pronounce well the English language but also their creativity to produce interesting stories.

- It is possible to see the significance and necessity of developing a booklet with templates based on the Picture Cued tale-telling technique that supports the practice and assessment of pronunciation due to teachers must follow students' advance regularly in the speaking sub-skills, like pronunciation, they require to improve mainly speaking, one of the four main skills to their language learning. Teachers can help their students to reach the desired standards that CEFR establishes for the A2 level with constant practice and assessment of pronunciation.

RECOMMENDATIONS

- The research project recommends applying the Picture Cued Story Telling Technique as a tool to assess the students' pronunciation. The technique offers opportunities to enhance the various segmental parts of pronunciation (vowels, consonants) and other essential suprasegmental features by letting learners link pictures, knowledge, thoughts, and other elements through constant repetition. Likewise, research more in-depth in employing the technique and related to the pronunciation aspects like stress, intonation, and rhythm. It is necessary to offer a vast foundation that aims at making work easier for English teachers that faces born problems in speaking skills that reside mainly in sub-skills like pronunciation.

- The educational issues that arise as new topics in language teaching and learning can be a great challenge for teachers and more when looking for a solution to problems in sub-skills. It is crucial to select methods, tools, and techniques that contribute to making viable the treatment of the variables and offer a guide to better guide the researcher-teacher. Therefore, teachers must follow procedures to help them achieve the proposed objectives.

- Thanks to the techniques and tools employed in the research project, it was possible to obtain essential information from teachers and students. Hence, teachers should consider aspects such as the students' appreciation towards specific sub-skills of English to improve the teaching and learning of this language as ESL. Concentrate on other sub-skills of English to comprehend difficulties in speaking skills and help students face them with suitable techniques. Dedicate a stage in their daily lessons to practice pronunciation and assess it. Implement picture-cued tasks frequently, such as the use of Picture Cued storytelling, because it improves imaginations while focusing on developing their English skills since an A2 level student must be able to narrate a short story with the correct pronunciation.

- The study suggests to English teachers the incorporation of the proposal to practice and assess the students' pronunciation because the material offers easy vocabulary and functional that includes audio in American English and presents a combination of current and sequenced images in each one of its templates. Teachers can identify one of the most common stress patterns, two-syllables in nouns and adjectives, to boost students'

pronunciation and knowledge since they are according to the Common European Framework of Reference to the A2 level topics.

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Annex 1: Survey Format

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

SURVEY FOR STUDENTS

Important Information

This survey is strictly for academic purposes; therefore, the information to be collected will be anonymous.

Objective

Analyze the use of **Picture Cued Story Telling** Technique to improve the pronunciation in second level students at Instituto Superior Tecnológico 17 de Julio.

Personal Information

Age: **Gender:** Female ☐

   18 -20 ☐; 21 -25 ☐; 26 -30 ☐; more than 30 ☐   Male ☐

QUESTIONNAIRE

Mark with a cross "**X**" on the answer that you consider true for you.

1. **On a scale from 1 to 5. Where 1 is for an expression of least important, and 5 is for a most important: How important is the regular practice of speaking skills in the English language??**

	1	2	3	4
	Not important	Less important	Very important	Most important
	☐	☐	☐	☐

2. How often does your teacher speaks in English during the class:

	1	2	3	4	5
	Never	**Rarely**	**Sometimes**	**Often**	**Always**
	☐	☐	☐	☐	☐

3. Do you consider that your pronunciation is __?

1. Excellent ☐   4. Regular ☐

2. Very good ☐   5. Bad ☐

3. Good ☐

4. What pronunciation problems do you face when you speak in English?

1. Lack of knowledge of the correct pronunciation of words. ☐

2. Thinking first in Spanish and then in English. ☐

3. Lack of practice in the pronunciation of words. ☐

4. Expressing sentences with mistakes in the pronunciation. ☐

5. No difficulty at all. ☐

5. From the following aspects choose one or more than one that you consider are noticeable in a good pronunciation:

1. Stress ☐   3. Vocalization ☐   5. Accuracy ☐

2. Intonantion ☐   4. Fluency ☐

6. What benefits can you get if you improve your pronunciation?

1. A better stress and intonation of words/phrases ☐   3. Increase accuracy and fluency ☐

2. Vocalization improvement ☐   4. Making your speech clearer ☐

5. An effective communication ☐

7. Do you consider that the resources, materials and procedures used by your English teacher have helped you improve your pronunciation?

1. Nothing ☐

2. Almost nothing ☐

3. A little ☐

4. A lot ☐

8. Which activities does your English teacher put into practice for Speaking?

1. Dialogues ☐

2. Interviews ☐

3. Songs ☐

4. Stories ☐

5. Picture description ☐

6. Picture Cued Story Telling ☐

9. How often does your English teacher use the visual aids from the English textbook to practice English pronunciation?

1. Nothing ☐

2. Almost nothing ☐

3. A little ☐

4. A lot ☐

10. Do you think it is much easier to tell a story using pictures in sequence in order to facilitate pronunciation in the English language?

1. Difficult ☐

2. Nothing easy ☐

3. Easy ☐

4. Very easy ☐

11. How much do you know about the application of *Picture Cued Story Telling* to improve your English pronunciation?

1. Nothing ☐

2. Almost nothing ☐

3. A little ☐

4. A lot ☐

THANKS FOR YOUR HELP!

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INTERVIEW FOR TEACHERS

Important

The information you provide will be handled with absolute confidentiality and the results will be used just for academic purposes.

Objective

Analyze the use of **Picture Cued Story Telling Technique** to improve the pronunciation in in second level students at Instituto Superior Tecnológico 17 de Julio.

Personal Information

Current English level of teaching: A1   A2   B1   B2   C1   C2
☐   ☐   ☐   ☐   ☐   ☐

Service years: _____   **Educational Level:** _____

Open-ended questions:

When you answer the following questions, please be as clear and precise as possible in order to facilitate a better interpretation of the provided data.

1. How important is it for students to learn to speak in English? Why?
2. What is your opinion about the following affirmation of: "a regular practice in the pronunciation can improve the students' speaking skill"?
3. Do you think that students can improve their pronunciation practicing in the following ways: student-teacher, student-student, and outside the classroom? Why?

4. What main pronunciation features do you identify in your students speaking performance?

5. Do you consider that the level of English students brings to Instituto Superior Tecnológico 17 de Julio is good or bad? Explain.

6. Do you consider that the visual aids of the English textbook provide sufficient support to promote students' pronunciation practice? Yes, no, why?

7. Mention some techniques you use in class to improve students' pronunciation and tell their advantages.

8. In your experience, have you ever used the Picture Cued Story Telling Technique focus on students' speaking and mainly in pronunciation? Yes, no, why?

Annex 3: Test (Pre and Post)

TELL A STORY

Prompt:

1. Look at the pictures to create and tell a story.

Note. Researcher Elaboration. Source: (StoryboardThat, 2022)

Story sample:

"Last year, I went to Spain for a walking holiday. Sometimes, I stayed in local mountain hostels and sometimes I slept in my tent. One evening, I was far from any village, so I camped at the edge of a forest beside a small river. I ate some food joyful and watched the sun go down" (St Giles International, 2022).

Annex 4: A2 Level Assessment scale for pronunciation

Student's Name:

Pronunciation

Does the speaker show limited control of word and sentence stress?

Good (4-5)   Not so good (1-3)

Does the speaker show limited control of rhythm?

Good (4-5)   Not so good (1-3)

Does the speaker show limited control of intonation?

Good (4-5)   Not so good (1-3)

Comments:

Note. Elaboration adapted from (UCLES, 2011, as cited in Paredes, 2018)

Annex 5: A2 Level assessment scale for pronunciation (Answer key)

Student's Name:

Pronunciation	
Does the speaker show limited control of word and sentence stress?	
Good (4-5)	Not so good (1-3)
Sentence and word stress is generally accurately placed.	There is (almost) no attempt to make sentence and word stress accurately placed.
Does the speaker show limited control of rhythm?	
Good (4-5)	Not so good (1-3)
Students control movement in speech, marked by the stress, timing, and number of syllables.	Students do not control movement in speech, marked by the stress, timing, and number of syllables.
Does the speaker show limited control of intonation?	
Good (4-5)	Not so good (1-3)
Intelligibility is almost never impeded by insufficient or misplaced prominence.	Awkward variation in the pitch level of the voice impedes intelligibility.
Comments:	

Note. Elaboration adapted from (UCLES, 2011, as cited in Paredes, 2018)

Annex 6: A2 Level Assessment scale for pronunciation from overall speaking scales

A2	Pronunciation
5	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.
4	Performance shares features of Bands 3 and 5
3	Is mostly intelligible, despite limited control of phonological features
2	Performance shares features of Bands 1 and 3
1	Has very limited control of phonological features and is often unintelligible.
0	Performance below Band 1

Source: (Cambridge, 2019)

Annex 7: Observation Sheet

Date:		Class:		Time:		to

This observation sheet is to be completed at the evaluation stage of the lesson class. This is intended to note 2nd level students' pronunciation changes with the used technique (picture cued story telling) regarding the improvement of English pronunciation (stress).

Intructions:

- Observe students in the English class(after using the technique).
- Check all reactions that were seen or heard in relation to the suprasegmental feature of stress, in special the extra force used when pronouncing the particular two- syllable words.

Students's pronunciation	Aspects	Never	Rarely	Often	Always
Do the students…?	1. Make words sound clear, expressive, and lively?				
	2. Have any problems with stress in the given words?				
	3. Use robot like speech?				
	4. Pronounce the given words with constant errors?				
	5. Speak smoothly with little hesitation?				
	6. Interrupt the flow of speech?				
	7. Speak with confidence?				
	8. Pronunciation impedes communication?				

Comments/observation:

Source: Elaboration adapted from Paredes (2018)